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ABSTRACT

A three-level model was derived from the literature on motivation and behavior change processes and from specific research on teacher concerns and self-confrontation. Teacher concerns comprise the first level of the model: concerns about self, task, and pupils. Self-confrontation feedback and behavior change procedures comprise the second level: assessment (information gathering about teacher experiencing, observable behavior, and goals); teacher awareness (of information gathered); teacher arousal (identification of discrepancies among three kinds of information); and teacher accomplishing (reduction of discrepancies among the three kinds of information). Data sources (Experiencing, observation, and goals) comprise the third level. This 3x3x3 model generates 36 kinds of procedures as well as testable propositions and outcome measures. (Author)

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ACHIEVING AFFECTIVE COMPETENCIES THROUGH THE TEACHER CONCERNS-SELF CONFRONTATION MODEL OF PERSONALIZED TEACHER EDUCATION

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This paper is to be presented at the 1974 meetings of the American Educational Research Association. It was listed in the AERA Program under the title, "A Teacher Concerns-Self Confrontation Model of Teacher Education: An Empirically Derived Conceptualization."

The purpose of this paper is to describe a model of teacher education which purports to achieve certain affective competencies for teachers. Competency based teacher education customarily focuses on cognitive competencies. One purpose of the present model is to supplement cognitively oriented competency based education with the affective competencies such as satisfaction, realism and self control.

A three level model will be described. The four charts posted here summarize this model as does the handout which reproduces sections of these "monster" charts as they have been nicknamed.

The charts posted here and those in your hands I will explain more fully later. Suffice it to say now that the columns of the charts represent levels of the model. The first level is "concerns of teachers." The research on which this level is based has been very briefly summarized by

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Dr. Parsons. These are teachers' concerns about self, concerns about the teaching task and concerns about pupils.

The second and third levels of the model represent processes specifically procedures to promote change and the source of data from which the change procedures are derived. The research upon which these processes and procedures are based has been described in several publications. The latest, and in my opinion, the only one worth reading, is "Self Confrontation Reviewed" which appeared in the fall issue of the *Review of Educational Research.*

Because of lack of time I will not attempt to review all this research. I intend here to discuss ways in which the model has been implemented, that is the specific procedures which a teacher educator can use to bring about increases in affective competencies.

First, I would like to present a metaphor before attempting a more linear description of a concerns-confrontation teacher education component.

A METAPHOR [1]

Good teaching is ephemeral and hard to define but we all recognize it when we experience it.

It can come to us any time, even out of the blue--in a lecture hall, a store front school, a street brawl, a lover's declaration, even in a classroom! The sign of it is a feeling we have been touched by something meant just for us. We have seen with piercing clarity what we know not and then in a twinkling, we know!

We feel a rush, a joy at being close to something good, a quiet knowledge of truth, a hope of beauty for ourselves.

Of course, if that happens anonymously in a lecture hall it is accidental, or at least fortuitous. The arrow hit one heart but not another.

But it should not be fortuitous. It is so wonderful that everyone who has known it tries for it again. I think we ought to try to help it happen. We ought especially to try to have it happen to those who will themselves become teachers.

Of course it can happen in many ways: through experiencing poetry and music, and through mathematics: Euclid alone has looked on beauty bare.

But those are too chancey. What we want is some more sure way, some specification of components. Then good teaching would not be

1 This is a summary outline of a longer manuscript

capriciously available only, but could be taught.

We will call this specification "personal education." This little booklet[2] is such specification, a regular cookbook of personal education. We believe that if you add each ingredient with care you will have a better chance of helping another person have the experience of good teaching.

Of course you still ought to taste the brew at different points. It will not taste at each stage closer to the final product. Neither bread nor wine does! But you will come to know each step's taste, bitter and sour sometimes, hearty sometimes, rarely sweet. That taste will tell you if all is as it should be for that moment.

As you read what follows, watch for these tastes. This is how it should taste to you when you are the teacher, and he is the student.

You receive and experience what follows, at least once.
You go to where he is.
You reveal yourself as a trustworthy person.
You experience him as he experiences himself.
You confront him with your experience of him.
You observe him as he would observe himself if he could.
You confront him with your observation of him.
You experience his goals as he experiences them.
You confront him with the goals he could have.

2 Manuscript referred to is: F. Fuller, A Conceptual Framework for Personal Education: How To Do It.

When there is no discrepancy there is no confrontation.

When instructed, he becomes aware.

When confronted, he becomes aroused.

Confronted with trustworthy observation, he becomes more realistic. This is his truth.

Confronted with the goals he could have, he becomes dissatisfied.

He feels pain.

His behavior is disrupted.

You provide safety for his failures.

You provide experiences through which he moves toward his new goals.

He experiences satisfaction. This is his joy.

You give him your observation and experience of his movement toward his goals. This is his beauty.

Where are we going? Toward truth, joy and beauty.

A Linear Description of the Concerns-Confrontation Model

A metaphor is an all-at-once description like a picture or a simile. It gives you the general idea. However a linear description, like the printed page, is more informative about details. So now I would like to present a linear description of the model as well as a graphic one.

Personal education generally tries to achieve certain goals: to involve each student intensely in his own education; to make education a true partnership of students, peers, teachers, colleagues and administrators; to develop in students powerful feelings, attitudes and skills for living; to help each student become a self-sustaining, fully self-actualizing learner.

The question then is, how can such a program be achieved? Precisely what steps can be taken? What procedures and materials are available -- or derivable-- to implement such a program.

The total Personalized Teacher Education program has many components of which the Concerns-Confrontation Model is only one. For example, a program called CBAM - Concerns Based Adoption Model - applies concerns theory to the change process which occurs when Personalized Education is adopted. Another component is concerned with research and development on teacher evaluation. Everything will not be achieved by this one component, but some objectives can be achieved by it.

Even in this one component, no final set of immutable procedures is suggested and probably such finality is not desirable since an important component is the teacher educator's own achievement of affective goals

desired for his teachers. These goals are, for example, satisfaction (including self esteem, creativity and commitment), realism (including sensitivity, perceptual accuracy, low defensiveness and congruence) and self control (including coping and competence). Such a self actualized teacher educator would certainly not be satisfied with our procedures but would, we hope, innovate, adapt, create far beyond our wildest dreams.

Nevertheless, we do suggest some procedures which have been used in a number of personalized teacher education programs. Two of them to which we will refer here have been nicknamed "Block Programs" simply because they utilize blocks of time like a whole semester rather than a single undergraduate course.

In this paper, illustrations from the Block and other personalized programs will be used in order to communicate a feeling for this model in action.

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The Conceptual Framework

The purpose of the framework is to articulate the components or steps (though they are not sequential) by which an educator, or more often a team of educators, and a learner, can set goals and implement procedures tailored to the personal needs of that individual learner.

In a personalized program, the student is at the center of his own education both in his own view and in the view of his teachers. The system forces the attention of everyone in the system on one student at a time, as a regular procedure. The educator and student develop a cumulatively deepening personal relationship through a variety of planned encounters with one another.

This occurs in several stages. With the help of the educator, each student estimates where he is, how far he has to go, and makes choices about the goals he will pursue, the routes he will take to those goals, and the distances he will have to traverse to reach them. The process starts with the student wherever he is, and helps him move toward his goals. These may be, and often are, new, developing goals initially unanticipated by either the student or his teacher.

The educator for his part, gathers information which he needs to understand the student deeply and to initiate a fruitful relationship

with him. He also gathers information which the student needs; translates the information so the student can use it; feeds the information back to the student; confronts the student with reality, with real problems and opportunities; negotiates choices with the student; offers routes for implementing choices; and monitors movement toward chosen goals. Obviously this is a most demanding role, requiring of the educator far more honest searching and self exposure than in other teacher education programs.

In brief, both student and teacher are engaged in a process of gathering information which the student wants and needs, of becoming aware of the import of that information, of forming a fruitful relationship, of making choices, and of implementing those choices.

The framework which represents this process attends to four kinds of things: the participants involved; the concerns of the learners; the processes of instruction; and the data resources which are used.

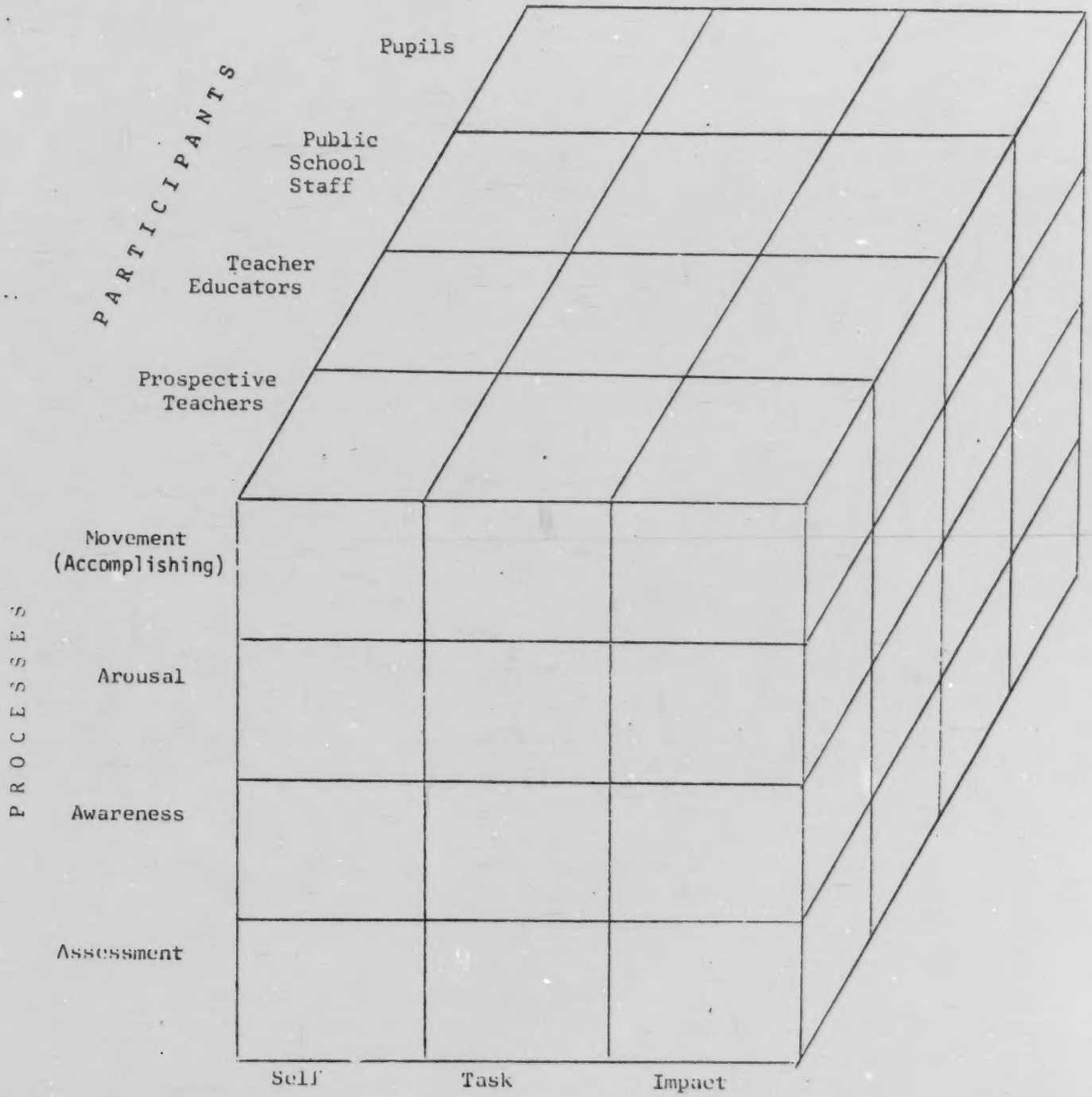
A graphic representation of the first three dimensions is shown in figure 1. The horizontal axis represents the concerns of the learner. The vertical axis represents the principal processes of instruction; the third dimension represents the four populations involved in the system.

First, each of the dimensions of the model will be examined. Then we will show how the dimensions fit together and what procedures and outcomes might occur in different cells.

DIMENSION 1: CONCERNS

Many teacher education programs are answering very well questions no one is asking. Consequently students often report that education

FIGURE 1



PT = Prospective teacher
TE = Teacher educator
PS = Public school staff
P = Pupils

courses are boring or not related to their "real" needs. This is frustrating for both education students and their instructors. But what questions <u>are</u> students asking? What do they want to learn?

This is an important issue. People are more likely to learn what they want to learn than what does not interest them. Prospective teachers too are more likely to learn what interests them at a particular time than material that does not concern them.

Fortunately, some research exists about teachers' concerns. It shows that prospective teachers have some common concerns.

Education students are concerned about themselves and their own feelings, about their own success in the classroom, about their own satisfactions and gains.

This knowledge about teachers' concerns can be applied to teacher education. Programs whose early content is directed to concerns about self are more likely to engage the interest of most beginning education students. Students want to know how to keep from looking foolish and inadequate, how to control a class, how to answer pupils' questions, particularly when they don't know the answer! Content addressed to methods and instructional design, must wait until later. Fortunately students can become interested at some time in nearly everything related to teaching if it is taught at the time it is of concern.

Plainly concerns can be very useful as a guide

in selecting content and procedures for teacher education programs. But to be useful, we must know what education students are concerned about at different times and what kinds of content are related to different concerns.

Concerns of Prospective Teachers

Concerns about Self

Young, inexperienced education students are usually not concerned about teaching at all! Our research indicates that they don't know enough about teaching to be concerned about the actual realities of teaching. They are more likely to be concerned about their own feelings, and about their problems with boyfriends, roommates, grades and decisions about drugs and sex.

Many teacher educators try to arouse teaching-related interests in their education undergraduates through small group discussion, visuals and novel procedures. These may succeed, but often they arouse only temporary interest. The instructors feel that the failure is theirs. Our evidence attests that, on the contrary, education instructors are merely swimming against the current.

Most education professors, particularly if they have had public school experience mistakenly assume that education students are interested in pupil gain too. Education programs are thus planned to help education students help pupils. But education students are more interested in helping themselves. It should not be assumed that they are concerned about teaching. Such concerns must first be aroused. If they are not, even well presented education course content may miss its mark.

The best method we have found for arousing concerns about teaching is confrontation with the real teaching situation. Consequently almost the first experience which is provided for neophytes in the Block Program is a brief teaching experience, informally called the Fifteen Minute Hour. For a neophyte, 15 minutes of teaching for the first time reportedly feels like an hour!

In the Block, students are plunged into the classroom for the first day of the school year. Their schedule handout lets them know its purpose: "Focus: for you to renew your experiences with the sounds and smells of school's first day's excitement." Almost immediately, these beginners are required to teach and to be video taped teaching. Their concerns about themselves are not allayed, but concerns about the realities of teaching are certainly aroused!

To help students with their concerns about themselves, counseling sessions are scheduled very close in time to their brief teaching. These counseling sessions, which will be described in more detail later , are designed not only to help the student air his self concerns, but to confront him with realities about himself which he may never have considered before.

Concerns about self are the business of the whole instructional team: curriculum specialists and public school personnel as well as counseling psychologists. The personalized team is extremely sensitive to concerns about self not only in students, but in members of the instructional team itself. Self concerns are an expected, accepted, normal part of everyone's experiences. So are many other individual peccadilloes. One distinguishing characteristic of a mature personalized team is its frank recognition of feelings, its ability to get new

ideas out into the open and feel good about doing so. Sharing feelings and concerns develops a kind of team spirit which reduces the apprehension which usually accompanies innovation.

It comes as no surprise to discover that professional educators have self concerns, feelings, limitations. What is new is the team's willingness to deal openly with these feelings as respectable, human contributions to the education of students.

Concerns about the Teaching Task

Concerns about teaching are not aroused by observing teaching. The prospective teacher must actually teach, even if for as short a period as 15 minutes, before realistic concerns about teaching are aroused.

Even then however, the concerns which are aroused by this early teaching are still immature concerns.

They wonder about their own teaching performance: how they looked, sounded, about their command of subject matter. about what to do if they don't know the answer to a child's question, about what a "good" discussion sounds like. They want to avoid the embarrassment of appearing to be inadequate. They become conscious of how little they know about the school's operations, the functions of school personnel, about where to find things, about "how to do it."

Prospective teachers now are ripe to learn content related to what they are teaching in the classroom. Information about school procedures and particularly about any hidden agendas or pecking orders in the school are of great interest. Prospective teachers are interested

in video tapes of their teaching performance, sometimes much as actors or actresses would be interested. They are ready for some teaching-related content, but still are not ready for more "mature" material such as methods of evaluating pupil gain.

The Block Program provides procedures which attend to these still immature concerns about the teaching task. For example, during this period, emphasis is given to classroom related planning and how-to-do-it sessions. Most important, education instructors are able to elicit students' concerns in discussions with them. Then they can conceptualize these concerns so the concerns can be related to what is planned for students. During this period students are scheduled for video feedback sessions with both their counselor and their instructors when they see video tapes of themselves teaching.

These first two stages of concern, concern about self and concern about teaching task, occupy most of undergraduate teacher education for many students. Much of the first semester of the Block is devoted to experiences directed toward these two early concerns.

Concerns about Impact

Beginning education students are concerned about pupils.

When teachers become concerned about pupil gain and about their influence on this gain, they ask themselves, "Is the class really learning what I'm trying to teach them? Am I getting across to them?" They may ask even more mature questions: "What does Joe need? What is

he concerned about? How do things look to Jimmy? What was the effect on him of what happened yesterday? Do I need to change what I do? Do they need me to change what I am?" At this stage teachers are interested in the kind of content which is offered in traditional teacher education programs. Unfortunately few undergraduates have these concerns at the time the material is usually presented.

Maturity of concern, when it comes, does not mean lack of problems, but rather that the teacher is addressing himself to new problems and questions, questions about students' needs, about his impact on students, and most important, about how his impact is meeting students' needs. This kind of concern is much to be sought. One objective of a personalized program is to arouse concerns about impact. Such concerns are an important characteristic of the self-sustaining learner and the self-actualizing teacher.

Assessing Concerns

Procedures for assessing the concerns of prospective teachers include scorable paper and pencil instruments as well as informal methods for assessing concerns stages from class discussion and other observations. Available elsewhere are research reports and discussions of students' concerns and the kinds of content and procedures which address themselves to different kinds of concerns. The evidence attests that, in the absence of formally assessed concerns, it is probably wisest to assume that beginning education students have self concerns, that many of these self concerns are difficult to uncover because they involve quite personal matters, that efforts must be exerted to

uncover these concerns, and that course content and procedures must be modified to meet these concerns.

Concerns of Teacher Educators and Pupils

When a person enters a new situation (even if he is a very important person!), he seems to become concerned about himself. Formal research has not been done on the concerns of teacher educators, administrators and others involved in education, but clinical observations by teacher educators about other teacher educators, as well as individual self report of educators about their feelings in new situations, strongly suggest that in unfamiliar situations, for example when personalized teacher education programs are being introduced, teacher educators are concerned about themselves, about their adequacy in the new situation, about the opinions their new colleagues will have of them, and so on. The concerns of teacher educators in this new situation strongly resemble the concerns of prospective teachers when they enter the new teaching situation.

Self concerns seem particularly strong when teacher educators and counselors begin to work together in teams and when strong personal feelings are being dealt with. However, the knowledge that self concerns are appropriate for educators as well as for students is helpful in forming teams and in working together. Helpful also seems to be some experiences which parallel the experiences prospective teachers are having, such as personal assessment feedback counseling for teacher educators. More will be included later about this kind of counseling and about how teacher educators themselves influence and are influenced by personalized teacher education when they participate in it.

Some preliminary research has been done on the concerns of elementary school children but more is needed.

Teacher Educator's Checklist

The teacher educator can ask himself what his education students are concerned about: Does a relationship exist between me and my students which makes it appropriate for them to be frank about their concerns? Is it safe for them to express concerns which are usually socially taboo, such as concerns about the idiosyncracies of those who will be evaluating them (including me)? Do I have sufficient information to correctly assess their concerns? Are they hung up on self concerns with which they need help? Do their concerns about teaching need to be aroused? Does my present course content mistakenly address itself to late, mature concerns, when students probably have early concerns? Am I swimming against the tide? Shall I adjust my content to self concerns? Shall I provide confrontation experiences to arouse teaching-related concerns?

(The attached checklist seems simpleminded, and this one is just a trial balloon but such a checklist might tie together and communicate ideas to practitioners.)

Personalized Teacher Education

Educator's Checklist

CONCERNS

1. Self: Does a relationship exist between me and this student which makes it appropriate for him to be frank?

Will I accept from this student a criticism or comment which is usually socially unacceptable?

How much exposure of my own feelings am I willing to risk with this student? Do I feel free to say that I do not want to expose my feelings to this student?

Am I willing to entertain questions from this student about the personal qualities of a colleague? Do I feel free to say no if I feel that way?

Does this institution have a comprehensive personal assessment system?

Do I have sufficient information about each (this) student to understand him deeply?

What is this student concerned about now?

Does this student have self concerns with which he needs help?

What are those concerns specifically? What treatments (information, counseling etc.) are addressed to his self concerns?

Does my present course content address itself to concerns more mature than those this student has now?

Shall I adjust my course content to self concerns?

Shall I provide confrontation experiences to arouse teaching related concerns?

Shall I arrange some Early Brief Teaching experiences for students?

2. Task (to be done)

3. Impact (to be done)

ASSESSMENT
AWARENESS
AROUSAL
MOVEMENT

_____ Checklist questions to be devised

DIMENSION 2: PROCESSES OF INSTRUCTION

What can the educator or the teacher education institution do to personalize teacher education? What steps can be taken to make teacher education relevant to prospective teachers' concerns?

The educator's task was earlier described as a complex one: gathering information to enable him to understand the student deeply as a person; gathering information which the student needs; translating the information for the student so that it will be maximally useable to him; feeding the information back to the student so that the student is aware of the real import of the information and its relationship to his concerns; confronting the student with reality; negotiating choices with the student to evolve a mutually satisfying set of developing goals; supplying for the student alternate routes and procedures for implementing these goals; and monitoring movement toward these goals.

These instructional activities are subsumed in the framework under four major instructional processes and several minor ones. In figure 1, the major processes are represented on the vertical axis and are called assessment, awareness, arousal and movement.

These processes include subprocesses which are described in the following section. An outline of the major processes, the subprocesses and some examples of subprocesses, is included in figure 2.

Assessment

The assessment process includes two subprocesses. The first is called <u>inventory</u>, the process of gathering information. The second is <u>interpretation</u>, that is casting the information gathered into a form

FIGURE 2

Process of Instruction

Major Processes	Sub Processes	Definitions	For More Information See: *
Assessment	Inventory	Gathering information useful to prospective teacher and teacher educator: experiential report, unbiased observations and expert opinion.	
	Interpretation	Translating the information gathered into a form or forms useable to prospective teacher and teacher educator: arranging conditions for transmitting the information. Conditions may include the training of professional persons.	
Awareness	Relating	Establishing a fruitful personal relationship. Both teacher educator and prospective teacher assume responsibility for this. More than one pairing may be necessary.	
	Feedback	Presenting information; achieving agreement about the meaning and import of the information; idenfifying areas of disagreement, e.g. differences between observations of student and of educator; between goals of student and goals of educator for student.	

* This column could include chapters/pages in which further information is given or names of manuals etc. which describe procedures implementing the process.

FIGURE 2--Process of Instruction (Continued)

Major Processes	Sub Processes	Definitions	For More Information See:*
Awareness	Focus	Identifying discrepancies between where the student feels he is and observer says he is; between where student feels he is and some standard (student's and/or expert's); between observation about student and standard for student; identifying remedial aspects with student.	
Arousal	Confrontation	Experiencing by the prospective teacher of the realities, demands, opportunities of the real situation, often the teaching situation.	
	Negotiation	Goal setting through mutual bargaining. Exploration of alternatives such as opting out.	
Movement	Identifying alternatives	Presenting, describing alternatives to achieve goals. Teacher educator has primary responsibility, but prospective teacher has some responsibility.	
	Implementing change	Planning, contracting and providing experiences, etc., to reduce discrepancies, or increase discrepancies depending on goals which have been set.	
	Monitoring movement	Assessing progress toward goals. May include repeating one or more steps above.	

*This column could include chapters/pages in which further information is given or names of manuals, etc., which describe procedures implementing the process.

which is useable to both the prospective teacher and the teacher educator.

Inventory

Information is gathered by the teacher education institution, as well as by the individual instructor. This information is solicited from three kinds of sources.

Experiential Report

One source is the prospective teacher himself reporting his own feelings, attitudes, his own experiencing. For example, he is asked to fill out questionnaires about his feelings, attitudes, goals and so on. The Comprehensive Personal Assessment System, an institution-wide procedure, elicits this information from the student. The student also fills out various self reports from time to time for example in class, about his knowledge or his estimate of his knowledge in different content areas. These and other kinds of diagnostic and experiential reports help to locate the student, to let the educator (and eventually the student) in, on where the student is, on many dimensions.

The Comprehensive Personal Assessment System is described in chapter IV, Learning about the Person. This system has been in use successfully for several years at the College of Education of The University of Texas as both a college wide screening system and a student feedback system. Some diagnostic instruments to assess students' knowledge and understanding of various content areas are described with the instructional modules of which the instruments are a part.

Although much of this information is gathered at the beginning of

the program, this inventory process continues on both a formal and an informal basis throughout the program. For example, the educator remains sensitive throughout the program to new self reports from students, to changes in experiencing and gains in knowledge, so the initial inventory is a mutable image of the student.

Experiential report is a special and important kind of information in a personalized program. Whereas other kinds of information can come from many sources, experiential information comes almost entirely from the teacher himself. Of course others can draw perceptive conclusions about how the student feels. A clinical writeup of the tests by a psychologist or a tape recording of an interview are also experiential reports. Nevertheless, the student is the final authority on his feelings. Consequently the personalized teacher education program has paid particular attention as will be seen in subsequent chapters, to the question of securing from the prospective teacher, the most complete and undistorted self report possible.

Observation

A second source of information is the observer, either a human or a mechanical observer. For example, observations are made about the prospective teacher such as video tapes of his first teaching. Of course, the teacher may become a relatively unbiased observer of himself.

Expert Opinion

A third source of information is the world of fact and knowledge, of science, art and expert opinion generally.

It is readily apparent that one kind of opinion, that which comes

from libraries, textbooks and professors, is often the only kind gathered systematically in traditional programs. A personalized program is really different from the traditional program because it uses, in addition to this fact-knowledge-opinion kind of information, two other kinds of information which are held to be equally important in the young teacher's education. These two kinds of information are those already described: first, experiential report from the prospective teacher himself: frankly, deliberately, subjective information; and second, observations which are as unbiased as possible: objective observations about the prospective teacher.

A personalized program is also different from traditional programs because it includes the student himself as an expert. Obviously the prospective teacher was not born the day before he entered the program. He has acquired knowledge and skills. More important he has given much thought to what is desirable for him. Hence the student himself can be one of the experts from whom expert opinion is secured. This is particularly important when goals are set. The goal should consider the student's opinion about what is desirable for him.

Interpretation

The purpose of gathering information is not to store it in a file, as too often happens. The prospective teacher is the focus of the program and the teacher educator is his partner, so the purpose of gathering the information is to help them become aware of its message and its import for them. In order for them to become aware of its usefulness to them, the information must often be translated

into some new form. For example, psychological instruments must be interpreted by psychologists into clinical write-ups for counselors, and counselors must further adapt these write-ups in their counseling sessions with students. Observations, such as video tapes, must be translated too. At first blush it might seem that students can plainly see their video tapes, but research attests that it is not so. In order to benefit from observations, even those as straightforward as video tapes, certain conditions are necessary, such as focus on remedial aspects of the taped performance. The creation of these conditions as well as the translation of information, is a part of what is called interpretation.

Textbooks (i.e. expert opinion) usually are already translations of knowledge and expert opinion into the language of students. Even these, however, usually fail to consider some student needs. For example, the content is not ordered according to the sequence of prospective teachers' concerns. Hence translation is needed even of books, visuals and other content presentations.

How these adaptations, clinical write-ups and other kinds of interpretations are accomplished, is described in later chapters.

AWARENESS

Even very good clinical write-ups and video tapes change no one if the student is not aware of their import. To be useful, the information must be presented to the student actively and the educator must insure that the student is aware of the information and of the import it has for him.

In a personalized teacher education program, this is not assumed,

but is done formally, consciously, systematically, in many ways: through verbal interchange between students and instructors, in formally scheduled conferences and counseling sessions, with computer printouts and by self confrontation experiences. This awareness process includes three subprocesses: relating, feedback and focus.

Relating

First is the process of relating, that is establishing a deep personal relationship between the student and the educator. Both the prospective teacher and the teacher educator have responsibility for establishing this relationship.

Personalized teacher education is thus different in two ways from the traditional program. First, this relationship is a personal one. This means that the prospective teacher and the educator have mutual respect and liking for each other. A personal relationship however is not possible between just any two people. Some pairs of people simply cannot establish a personal relationship. Such an impasse needs to be openly acknowledged so that a change without prejudice can be made, perhaps to another educator. This is one difference. A second difference is that the relationship is a deep one, that is, it is informed by an understanding of the attitudes, goals, hopes, the language of the prospective teacher, in great part from the prospective teacher's own self report from the Comprehensive Personal Assessment System.

Feedback

The second subprocess contributing to awareness is feedback, that

is presentation of the information available: what it is, what words can be used to communicate it, what disagreements there are about what it is.

Feedback of Expert Opinion

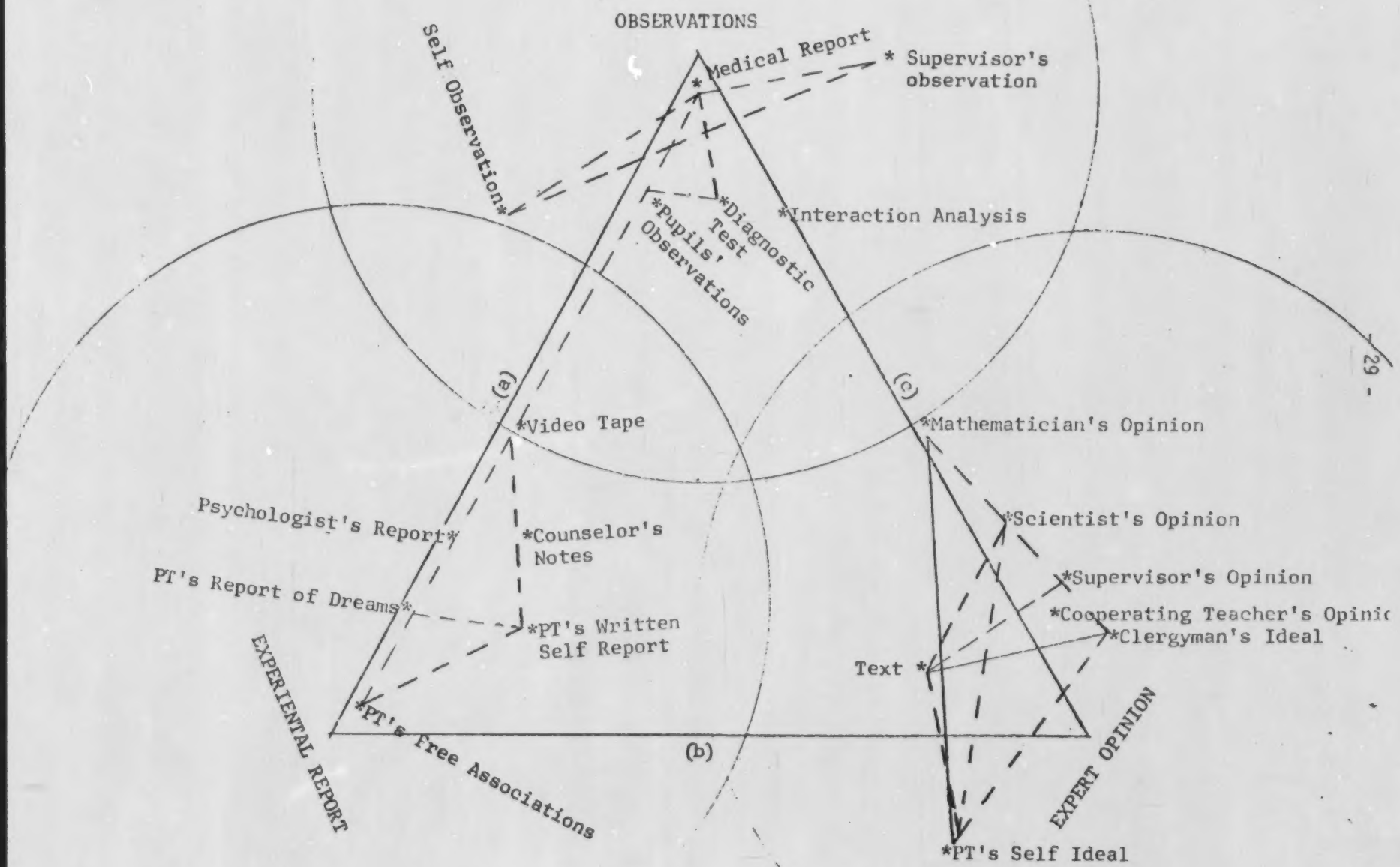
Presentation of the information, when it is expert opinion, is, of course, done through lecture, class discussion, reading assignments and all the other familiar procedures. Many diverse sources of opinion are, in the personalized program, as in the traditional program, brought together so that common threads can be discerned and sense made out of knowledge, theory, opinion, research. This process is represented in figure 3 at the lower right hand corner of the figure, Expert Opinion. As will be seen there, the opinions include those of mathematicians, scientists and other experts. A personalized program is somewhat different even here because the learner is an expert too, sometimes in some content area and always in regard to his own goals. Feedback means that these diverse threads are brought together in some meaningful way so that educator and student can develop a common ground for discussing them, or else, when they are irreconcilably different, threads can be separated out, labeled and discussed. All this is, of course, the familiar process of presenting to students the best of all that has been thought and done - with one important difference: either agreement is reached or areas of disagreement are explicitly identified.

In one sense then, the personalized program is not different from the traditional program. It attempts to cull the best of expert opinion and present it to the student in a way which is helpful to the student. This function all adequate education attempts to perform.

FIGURE 3

SOURCES OF INFORMATION

TO LEARNER



In another sense however, personalized education is quite different. First, the student is an expert, sometimes in some content area, but always about his own ideas. Feedback of expert opinion requires the achievement of a kind of agreement about diverse opinions or an acknowledgment that they disagree.

Feedback of Observations

Second, personalized education requires feedback not just of expert opinion, but also of two other kinds of information: experiential report and observation. As can be seen from figure 3, there are many kinds of observations possible: video tapes, diagnostic tests, pupils' observations, self observations, supervisors' observations and so on. Suppose the matter at hand is the prospective teacher's performance teaching math. What observations are possible about her performance? The diagnostic test may indicate the teacher has above average knowledge (one observation). But supervisors' observations and the video tape show the teacher making many errors in her explanations to the class (two more observations). The pupils did poorly on their achievement test too. (a fourth observation). What do these four observations mean? The job of feedback is to make sense of them so they convey the same message to prospective teacher and educator.

Feedback of Experiential Report

Of course the same is true of experiential report, although here the problem is more often communicating to the educator.

In the case of expert opinion, the educator has expertise in making sense out of the varied opinions and communicating them to the learner. In the case of observations, student and educator really share responsibility in making sense out of diverse points of view.

In the case of experiential report, it is the learner who is the principal authority on what the experiential report means. He has responsibility for helping the educator to understand its import. However, the learner is often poorly equipped to do this job. While the educator has been trained to organize and communicate math or science or whatever, the learner has little if any formal training in communicating his experiencing to the educator. To help with this task, personalization includes a new role, that of the counselor, as a kind of personal educator to help the student communicate to the educator his experiencing.

The role of the counseling psychologist has been called that of a "third party," since he is neither an educator in the traditional sense, that is he does not communicate expert opinion, nor is he entirely an advocate for the student. Instead he is charged with the new and special responsibility of translating and presenting the student's experiential report both to the educator, and to the student. It may seem unnecessary to present back to the student his own report of his experiencing, but, on the contrary, such feedback to the student/ is a stranger to his own experiencing, or to important parts of it. himself of his own experiencing is vital. More often than would be expected

As can be seen from the lower left hand corner of figure 3, there are many representations of experiential report: the prospective teacher's responses to the psychological instruments in the Comprehensive Personal Assessment System, a clinical psychologist's write up of these instruments, the counselor's notes after a personal assessment feedback counseling interview with the student. Even a video or audio tape of the counseling conference may contain experiential report,

about the student's feelings, attitudes, hopes. The purpose of feedback of experiential report is to bring these diverse kinds of reports together or to identify irreconcilable differences and, no matter which happens, to make the reports understandable and useable to the prospective teacher and the teacher educator.

When the feedback process is completed, each person involved agrees about what the information is and about some way of labeling it. We might define feedback as the process of achieving agreement about the message being communicated and about words which can be used to talk about the message.

Focus

The third subprocess contributing to awareness is focus, the identification of the useful, important, or, in the case of information about the teacher himself, the remedial aspects of the information, as differentiated from relatively unchangeable aspects. Focus is the identification of things which could be changed. Later will be discussed the process of choosing those areas where change will actually be attempted.

One particularly important kind of focus is upon differences among the three sources of information: experiential report, observation and expert opinion. For example, let us say that, as a result of the feedback process above, that some agreement has been reached about the meaning of various kinds of information. It was agreed that the teacher felt tense (experiencing), look**ed** angry (observation) and that she ought to be neither tense nor angry (expert opinion of pupils, supervisor, interpersonal interaction research and prospective

teacher herself).

Focus is upon these differences among experiencing, observation and expert opinion. There are of course three kinds of discrepancies which might be identified. These three kinds of differences are shown on figure 3.

First, differences might be identified between the student's own feelings and some observations about his feelings. This is represented by the solid line (a) in figure 3.

A second difference might be between the student's feelings and some desirable state, for example, a difference between the student's bad feelings during his performance and the good feelings he would like to have. This is the solid line (b) in figure 3.

A third difference can exist, that between some observation about the student and some standard. For example, the instructor may notice something that the student is not aware of with the implication that this behavior falls short of an agreed-upon desirable state. Here there is not only a difference between the student's experiencing and an observation about him, but also a difference between the instructor's observation about him and the goal.

Ideally, the instructor insures that the prospective teacher is fully aware of all the information which is gathered about him and for him. The prospective teacher can thus become aware of all three kinds of possible differences: differences between the student's own estimate of himself and observations about him; differences between his own

estimate and some standard; and differences between what is observed about him and the standard.

Obviously, most education focuses on only one kind of discrepancy, that between what an observer observes a student is doing and what some expert feels the student ought to be doing. Usually in fact, both the observer and the expert are the same person, the teacher, who tells the student both what he is doing and what he ought to be doing.

Consequently, in traditional programs, it is not possible to discover whether the student made any experiential movement, i.e. whether he went from where he felt himself to be to any other point: toward his own goal or someone else's. In a personalized program however, it is possible to measure change in the distance between the student's experiencing and some other point.

An important difference between a personalized program and other programs is that, in a personalized program, the instructor's opinion about where the student is and where he ought to be comprises only one-third of the possible goals. In a personalized program, the student's view is represented too. Hence, there are two other possible kinds of goals. One kind of goal might involve the distance between where the student feels he is and where an observer would say he is. Another might involve the distance between where the student feels he is and where he or someone else wants him to be.

In summary, the personalized program enables the student to make an important contribution to the goal setting process which is begun here. The student's experential report is part of the information used to set goals. The student can also be an observer of himself, as when

he watches his own video tape. And he can contribute his own goals for himself. As we shall see later, the student's input enables him to be not only an active participant in the negotiation process to come, but also to exert a powerful influence upon the observations of outside observers (for example by correcting the educator's observations) and upon the opinions of the expert (for example by the input the student makes to the educator to modify the goals set.)

Arousal

Perhaps awareness is, in some cases, sufficient to rouse the prospective teacher to action. Maybe seeing that he appears to others to be different from what he pictures himself to be, comes as a surprise and provides the motivation to bring the two perceptions together. Realizing that he falls short of some standard, particularly if the student is his own, might galvanize some student to action.

But frequently awareness is not enough to motivate action. Too often

> Between the idea
> And the reality
> Between the motion
> And the act
> Falls the shadow*

When awareness does not produce arousal and commitment to change, some other action by the teacher educator may be necessary before it is concluded that the student will not become committed.

Confrontation

One procedure, confrontation, has already been mentioned in the

*T. S. Eliot, "The Hollow Men."

previous description of Early Brief Teaching (The 15 Minute Hour). Arousal often occurs as a consequence of such confrontation with the actual demands of teaching. This is particularly true for prospective teachers who have unrealistic confidence in their prowress and inadequate information about the demands of teaching. Confrontation with the realities of teaching is also likely to be arousing for students who respond to live experience, to the sights, the smells, the feel of classrooms, more than to second hand verbal accounts.

Negotiation

Another procedure to arouse students to action is negotiation between student and teacher educator or between student and counselor. Negotiation is just that: prospective teacher and teacher educator both attempt to minimize the distances between them and to set feasible goals. The student may fear that his performance appears to be hopelessly inadequate, but that what he did is misunderstood. He may be able to convince the supervisor that his performance is not hopeless, that what he did was actually closer to what he ought to have done than it appeared. He may argue that the teacher educator has observed him too infrequently, given too much weight to irrelevant aspects, or misunderstood his purposes and so on. In other words, the student can attempt to get the teacher educator to revise his observations, to bring them closer to the student's perceptions of what happened. In doing so, the student may create a dissonance within himself which arouses him to perform as he says he does.

The educator can initiate negotiations too. He may be able to suggest to the student consequences of the student's present behavior which the student does not now foresee. These may be consequences

which the student actually wants to avert, if he knows what they are. In other words, the educator can attempt to modify the student's goal by giving the student information about where he is headed. Whereas previously the student's ideal and his performance were in harmony, the educator is trying to modify the student's notion of an ideal performance, to create a disharmony between the student's experience of where he is and where he wants to go.

Obviously all the information dealt with can be negotiated by both student and teacher educator. The student can try to modify his own perceptions or the educator can try to modify the student's perceptions. The student can try to modify another's observations about him. For example, he might point out that the video camera was selective and did not record much that was actually occurring. Or, as has just been mentioned, the student and the educator can try to modify their own or each other's standards about what is good and acceptable to them.

Other procedures, of course, are used in traditional programs as well as in personalized programs to arouse teaching related concerns. These include case histories, especially case histories about persons close in age and interests to students. Some aspects of low ratio teaching are also used to arouse students' concerns about teaching. Low ratio teaching and other arousing procedures will be described in later chapters.

Finally, however, arousal of the student, that is some commitment to active participation in his own education, is required if the student is to continue in the personalized program. What of the student, then, who finds that teaching is not for him? What of the

student who cannot raise the commitment that a personalized teacher education program requires? Personalized preparation is admittedly more demanding, for the student as well as for the educator. Opting out or leaving the program and/or the profession without prejudice or penality is a viable choice for every student. Few opt out, but it must remain an alternative. It is a constructive alternative and an important part of personalization. In fact, one of the demonstrated outcomes of personalized teacher education is increased ability to make wiser choices about remaining in teaching. One follow-up study reports that among teachers who had been prepared in a personalized program, promising teachers tended to remain in teaching while less promising teachers tended to leave teaching. So opting out may itself be a wise decision. Too, opting out may be temporary. A personalized approach acknowledges that all individuals do not develop at the same pace but proceed at varying rates toward their goals. Leaving the program need not be final and the student may return at some future time.

Movement

The last major process in the framework is called Movement. This process includes three subprocesses: identifying alternatives, implementing change, and monitoring movement.

The alternatives are all the experiences which a personalized program offers. Descriptions of the experiences which can be offered to students occupy a major portion of the remainder of this book.

Some procedures are similar to those which are included in traditional programs, for example, assignments to increase students' knowledge and skills. Others are quite different from those included in the traditional program, for example, pairing a student teacher with a cooperating teacher because of special needs the student teacher may have.

Identifying Alternatives

The teacher educator is responsible for presenting existing alternatives, but the student is an active participant in the process of choosing among alternatives and may even occasionally develop new alternatives for himself.

Implementing Change

The student is active in attaining the goals which have been set. He may have to acquire information which he must teach in the classroom. He may have taken a diagnostic test which indicated he was deficient in some area and be required to remedy this lack. (He may even have chosen not to take the diagnostic test because he knows he is deficient and volunteers for the instruction.) He might choose not to remedy the lack, but to develop alternatives for living with it. For example, he may negotiate to concentrate on some area other than the one in which he is deficient.

In most cases, however, deficiencies are handled by reducing them to a manageable level. For example, if the teacher's experiential awareness is so different from observations about her that she seems out of touch with reality, this discrepancy must be reduced or she will have great difficulty operating in the classroom. Even minor discrepancies of this kind may need to be reduced. For example, if

the teacher gives nearly all her attention to a few bright students, but denies she does so, the fact of her behavior and the experience she has of her behavior have to be brought closer together. Negotiation may be necessary to be sure that she actually is doing it.

Perhaps some discrepancies should not be reduced. Different vantage points may yield different observations. For example, the pupils' view of the teacher and the supervisor's view of the teacher may be quite different, and this difference may enrich the educational process. Or, the prospective teacher's notion of an ideal school and the community's view of an ideal school might be very different, and this might be a productive difference.

When differences exist, the prospective teacher may need, not to try to bring different vantage points together, but rather to understand and accept these differences, and gird himself for a lifetime of living in a plural society!

Monitoring Movement

Here too the teacher educator and the prospective teacher share responsibility. The educator however has a good deal of the responsibility for evaluating the progress of the prospective teacher toward the goals they have chosen.

Even if grades, the traditional form for evaluation, are not awarded, still educators implicitly evaluate prospective teachers when they advise them about jobs and write recommendations. In this respect, the personalized program is not different from a traditional program. But it does acknowledge openly that evaluation is a function and an important one.

However, evaluation in a personalized program is different in other important ways. First, in a personalized program, the educator comes to know the prospective teacher as a person. To know deeply is to understand in a new and more helpful way. Evaluation becomes a search for situations in which the student can be successful rather than a means of failing him, eliminating him or of placing him in an A, B or C bin.

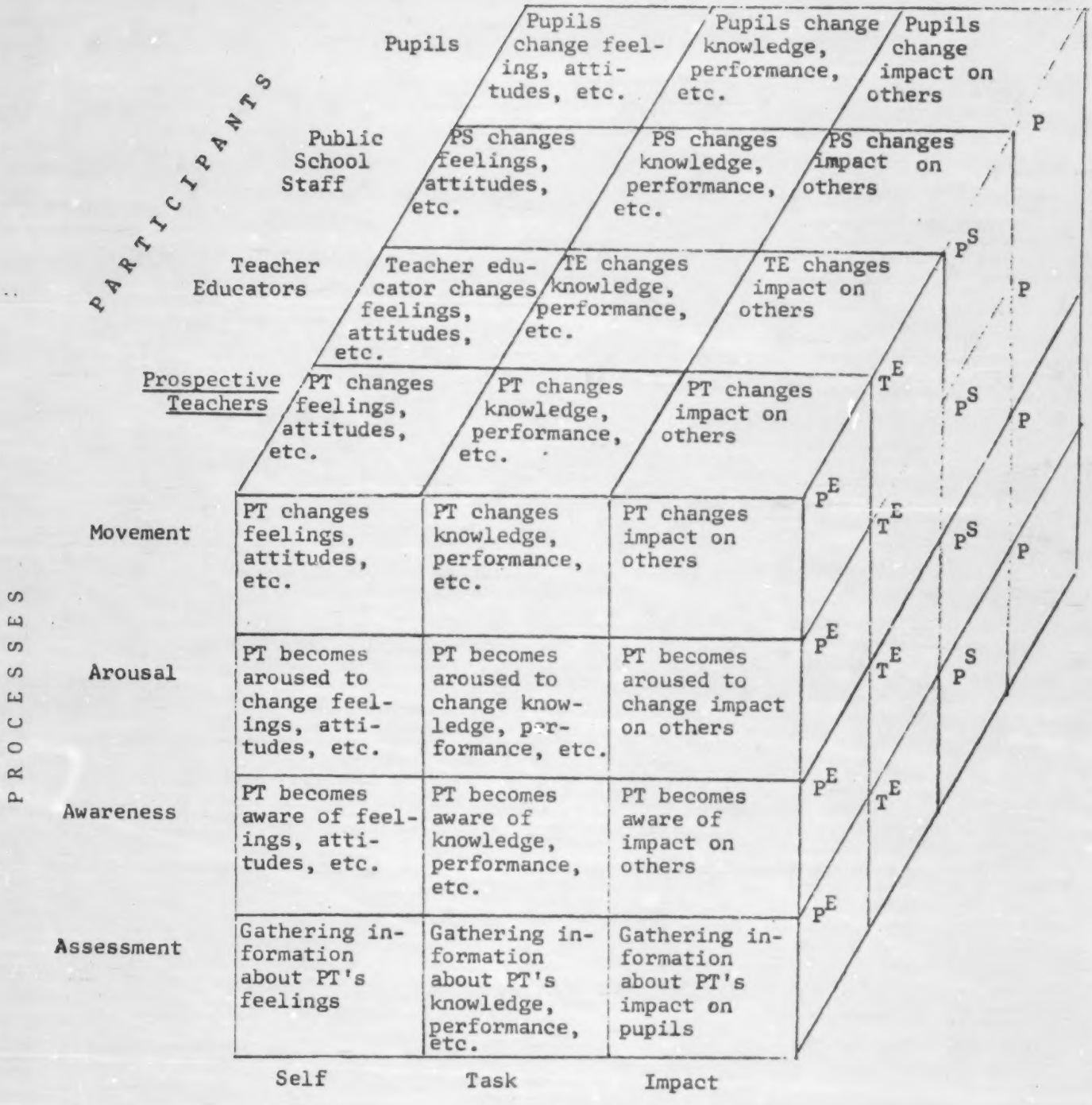
Most important, the focus of evaluation is always something which is remedial. In the video tape confrontation, the educator does not evaluate the teacher's habit of waving her hands, since this habit is probably resistant to change and not too important anyway. Instead the focus is on aspects of the performance which are important and which the prospective teacher probably can change.

DIMENSION 3: PARTICIPANTS

The prospective teacher does not move toward his goals alone. Involved in these processes are many groups of individuals, three of whom are represented in figure 4 : teacher educators, public school staff and pupils.

Our experience convinces us that change is not possible in one group without all four groups being affected. When prospective teachers change their feelings and attitudes, these changes produce a ripple effect which is felt by their cooperating teachers and their pupils. For example, when a prospective teacher feels free to learn, that is to voluntarily expose his problems and seek help for them, this change can upset or encourage his mentors. Such disturbances have a ripple effect which is powerful and needs to be anticipated. These

FIGURE 4



PT = Prospective teacher
TE = Teacher educator
PS = Public school staff
P = Pupils

complexities are discussed in a later chapter about the teacher educator team.

The framework and its processes are posited to apply to all four groups as can be seen in figure 4. The processes of assessment, awareness, arousal and movement can occur for teacher educators, public school personnel and pupils as well as prospective teachers. And changes in feelings and attitudes, in knowledge and performance, and in impact on others may be fostered by procedures not yet developed. Devising procedures which accomplish movement for other populations still needs to be done.

Using the Framework as an Heuristic Device

The framework also has heuristic value. It can suggest procedures to accomplish for the populations involved the objective implied by the intersection of the horizontal and vertical dimensions. The framework also includes notions about human behavior and the effects of certain conditions upon behavior, so it suggests testable research propositions. Last, but not least, it suggests evaluation, ways in which the total system and pieces of it can be evaluated.

Devising Procedures

First, let's consider the heuristic value for devising procedures of the three dimensional framework in Figure 3. This includes three kinds of concerns, four major instructional processes and four populations.

We can start in the lower left hand corner of the figure and consider possible procedures to accomplish the mission of the cell where assessment and self, and prospective teachers intersect. Such assessment procedures are well developed for prospective teachers as will be evident in Chapter IV, Learning About the Person. But what about assessment procedures for teacher educators and the other populations involved? The framework suggests that assessment procedures need to be developed for them. They are persons too!

The framework implies in fact, that what has been said of prospective teachers applies in some sense to all the other populations represented. This suggests a world of new procedures for the education of teacher educators, of public school staff and of pupils.

If we move up to the top of the first column where concerns about self and movement intersect, we are faced with the challenge of devising alternatives to improve the teacher as a person. For this we need for different individuals different treatments: to enhance self confidence, to reduce depression, increase expectancy of success; procedures which help a prospective teacher become more like her ideal: perhaps plastic surgery or speech therapy, financial aids, social opportunities or improvement of living conditions. Such responsibilities are not usually assumed, or even considered, by teacher education institutions, and perhaps reflection would cause them to be rejected. On the other hand, a case might be made that if we are trying to improve the teacher as a person, unorthodox methods may be necessary to achieve an unorthodox aim.

If we look at the intersection of assessment and impact, we see the need for procedures which enable us to gather information about the teacher's impact on pupils. The personalized teacher education system does include such procedures. One, called Student Evaluation of Teaching, enables pupils, even first graders, to express their opinions about the teacher's impact on them.

Other procedures might be aimed at the cell at which impact and movement intersect. What are needed there are treatments designed to increase the prospective teacher's interpersonal attractiveness and communication skills.

An important kind of procedure is one which will enable the prospective teacher to personalize the education of his pupils. For example, materials are needed which describe, in the teacher's language, the components of the personalized teacher education system he has

experienced, and parallel components for the population of pupils he will teach. For example, the teacher needs to be provided with appropriate diagnostic instruments like those he has filled out, which he can administer and interpret to his students. He needs training in procedures which will enable him to feed back information to his pupils. He needs training in using consultation services, for example, in getting the school counselor to do for his pupils what the counseling psychologist did for him.

These are only a few of the procedures which the model suggests. If we proceed through all 48 cells, and attempt to fill them all, our ingenuity will be challenged and guided.

The cells suggest the inclusion and/or improvement of existing procedures as well as the development of new procedures. Interaction analysis systems for example provide a way of translating teaching performance into terms which are useful to the prospective teacher. Such analysis can sort out the buzzing confusion which a single video tape can contain and help the teacher focus on one aspect or another of her behavior. Other existing procedures belong in various cells: novel presentations can be arousing; behavior modification procedures can help the teacher modify her impact on pupils. The traditional ways of making students aware: lecture, textbooks, library research, are excellent ways of filling the cell where concerns about task, (knowledge, understanding and content and so on) intersect with awareness.

Of course many good procedures have been in use for years in many programs. What the personalization framework provides is a system for discovering what is emphasized too much and what is missing. For example, much of traditional teacher education now fits into one of the 48 cells

in Figure 1: the cell where awareness intersects with task, i.e., where attempts are made to make students aware of information they need to accomplish the task. This one activity often comprises the whole of teacher education. In a personalized system, it is only one of many different kinds of experiences provided. Obviously there are many kinds of help the prospective teacher needs. The framework is a device for suggesting these to the teacher educator.

Some Expected Outcomes

What changes can we expect from a personalized program? Specifically what does it mean for a teacher to be maximally self actualizing? What powerful skills for living might a teacher develop?

Some research has been completed on measurable outcomes of personalized teacher education (ref.) which will give the interested reader information about particular measures used in the studies. Here we can describe these outcomes in general terms, including clinical impressions, to give the reader some notion about how the "new" teacher who has experienced personalized education is really new, really different.

But first a comment is in order about a difference between the effects of intermediate steps and effects of the total system. Some intermediate procedures for example are temporarily upsetting to students. For example, procedures calculated to increase awareness and to arouse prospective teachers sometimes produce discomfort. The expression of strong feeling too can be upsetting. Trying new ways is not easy. When we try out new behaviors, we usually do them badly. In other words, while the process is going on, things may get worse, or seem to get worse, before they get better.

Negative effects seem particularly acute when pieces of the system (like gathering information from students) are adopted, while others (feedback for example) are omitted. Then students feel they have given much but have received nothing in return. Of course, such a program is not a personalized one.

As will be seen in later chapters however, safeguards and alternatives are built into the system through strong personal relationships, by sharing consequences and by providing graceful exits, so that, when the system as a whole is employed, upsetting effects are temporary.

In general, the evidence indicates that both prospective teachers and teacher educators express more satisfaction about their participation in personalized education than in traditional programs. Too, the prospective teachers change both on both personality and behavior measures, so that the typical "new" teacher has a different look.

Realism

The new teacher seeks information, not just about igneous rocks, the stars or other content for today's class, but she has intellectual

curiosity beyond the needs of the moment. Too, she is curious about herself, her behavior, her impact on others. She actively seeks information about what others think and feel about her.

It is a temptation to most of us to attend to comments about ourselves which are positive or are in accord with our perceptions and to ignore opinions about us which are negative or which are not in accord with our self perceptions. The new teacher, on the contrary, not only holds still to listen to criticism when it is offered, but watches particularly for perceptions of her own behavior which are discrepant with her own views. She is able too, to partial out the biases of others. She is a good observer of herself and has had practice in differentiating her frankly subjective feelings from her less biased observations when she puts herself in the role of an observer.

The new teacher has interpersonal skills which enable her to make shrewd judgments about others' evaluations of her. She is sensitive to nonverbal behavior and interprets it correctly, even when - especially when - it is different from verbal behavior. She can understand what pupils mean. She knows when a pupil's "no" means "I can't," or when it means "I won't" or when it means "I am afraid." And she can interpret nonverbal behavior which expresses a judgment of her or her teaching. She knows whether a pupil's "No" means "This is boring" or "This is too hard" or "You think I am dumb."

She can use these skills not just with pupils but with her colleagues. She can form trusting relationships, discriminate situations where trust is appropriate from those where it is not. For example, she can seek information about her impact on fellow teachers if she needs it.

Consequently the new teacher is realistically aware of her own behavior as it is seen by others. This can be extremely important. For example, many teachers who are believed by students to be controlling or discriminatory are often quite unaware that students consider them controlling or prejudiced. The new teacher is conscious of the labels she is giving others and which others give her.

The new teacher is realistic about her own lacks, her lack of information for example. She can listen attentively to information which is new to her, without feeling uncomfortable about admitting that she does not know. She can meet a strange person, someone from another background and be curious rather than shy or defensive. She does not put the person down nor put him on a pedestal, but is able to bring people of diverse backgrounds to children so that pupils can experience them.

If she cannot be easy with a certain kind of individual, she acknowledges it. For example, if she is uncomfortable with small children, she does not seek a job teaching them, but acknowledges that they probably will know how she feels. She can admit she does not do well with a certain child in her class. She does not consider this a failure, but looks for a teacher who can help the child she cannot help.

The new teacher can differentiate her observations, what she sees or hears, from her value judgments, what she wants to see or hear. She can play both roles, that of an observer and of an expert, and at the same time she can step back and sort out her conclusions. If she has a disagreement with a parent or a colleague about a child's performance for example, she can discover whether it is because she and the parent notice different aspects of the child's performance, i.e. whether their

observations are different, or whether it is because they have different standards about what is acceptable.

These are just a few of the manifestations of increased realism we expect of the new teacher. We might summarize by saying that the new teacher is oriented toward reality, that she seeks the truth: truth about herself, about others and about the world around her. In a changing world, where no knowledge is final, she has the skills and attitudes which enable her to be a self sustaining learner.

Commitment and Satisfaction

The new teacher is able to reward herself rather than be dependent upon rewards from others such as praise or material rewards. Most important, she has mature concerns, so she is self rewarded by the knowledge that others have benefited from her efforts. For example she says, "My biggest satisfaction comes when I see a child's eyes light up, or when he says 'Oh I understand now.'"

Part of her satisfaction in the gains which others make as a result of her efforts comes from this maturing of her concerns. Like most neophytes she was, at the start of her preparation, concerned about herself, about her own feelings, about what others think about her, about her adequacy, about her own comfort, about getting what she wants for herself. These concerns were not only directly acknowledged by her instructors and herself. Her concerns were deliberately aroused and focused upon. She came to understand that these "selfish" needs were not selfish but quite common when one is new to a situation. (She realizes that others have such concerns too, and look "selfish", at least for a while.) She has taken action to resolve her own self concerns so they no longer preoccupy her. She still has many concerns and

in fact now can arouse her own interest in things around her. She is now concerned about others as well as about herself. She is concerned about her impact on others, about her contribution to the gain which others, her colleagues as well as her pupils, achieve.

Part of her satisfaction comes from her feeling that she has become a better teacher and a better person in ways she values. She was helped to examine her own goals as well as many different kinds of values held by others, including those of philosophers and wise teachers. Her realistic outlook, her skill at self assessment, and the help she received, all contributed to her selection of goals which are realistic for her, given her potentialities and limitations. She did not waste efforts on faults which were not remedial. Instead she has come closer to her new ideal, an ideal which is a developing distillation of her own predispositions and the best of what experts have to offer her.

Some of her satisfaction comes from having had the freedom to make her own choices at crucial junctures: to choose to remain in teaching or to leave, having felt deeply its pleasures and pains; to choose to reach out or retreat.

Such satisfaction of course is a background for other evanescent feelings. She expects some kinds of pain, for example, that called forth by the sight of a suffering child. But the new teacher has developed the capacity for joy, for pleasure in being what she is, and the willingness to be committed.

Competence

Best of all, the new teacher can teach what she has learned and what she has become. She can get to know her pupils deeply as persons

as she became known to her teachers. She is skillful in assessing pupils' feelings, their knowledge, skills and competencies, both formally, through diagnostic instruments, and informally in daily contact with them. She can make children partners in setting goals for themselves, as she was a partner in her own choices. She can focus on pupils' inadequacies, on the distance between where they are on one hand, and where they ought to be on the other. She can help others understand what alternative avenues are open to them, what choices they can make together. She can help each child as an individual move toward some goal, as she was helped herself to move. Since she is a skillful listener, a searcher for truth and more imaginative and creative than she might otherwise have been, she is an interesting and reliable source of information.

She can help each child become a seeker of information, a skillful assessor of others, a good reader of nonverbal behavior, an efficient user of feedback, a seeker after new sources of information, a chooser, a mover. In short, she can help the child become a self-sustaining learner by imparting to him the qualities, attitudes, and skills which she herself acquired, in much the same way that she acquired them.

PERSONALIZATION FOR TEACHER EDUCATORS

Obviously the process of personalization just described for prospective teachers is, in great part, the responsibility of teacher educators, that is, of instructors in teacher education programs and of counseling psychologists. A main thesis of personalized education is what we might call the "magnificent obsession proposition": personalized education changes an individual's interactions with others, so that he is able to pass the process on. Hence the experiences of the teacher educator must somehow be personalized, too. It is obviously too late to influence his early education or even his graduate preparation, but it is possible--in fact essential--for him to be regarded as a person now and thus to have personalized experiences now.

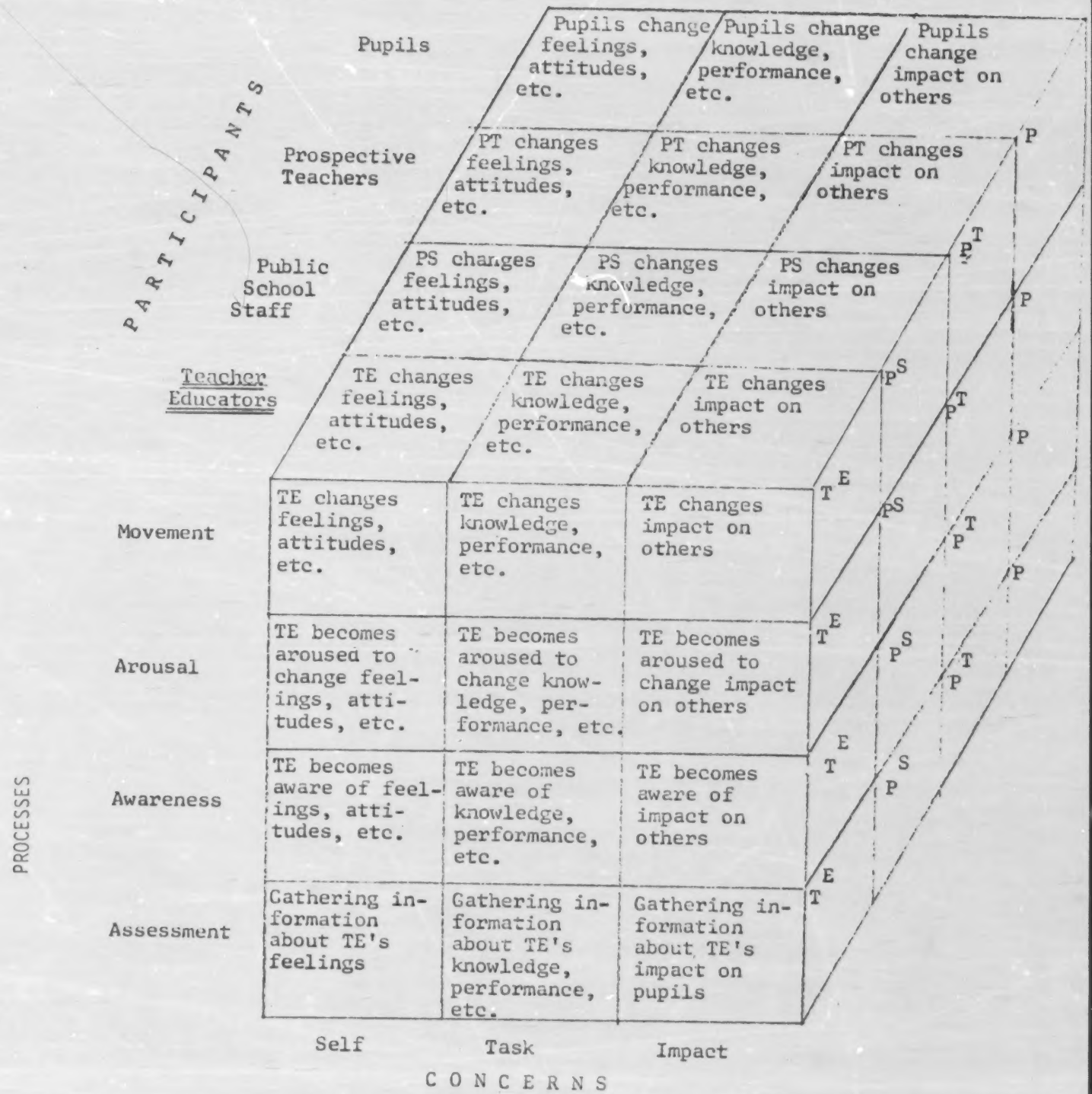
Not too surprisingly, our experiences with teacher educators testify that they <u>are</u> persons, learners, experiencers and that the framework shown in Figure 1 does apply to them. Figure 5 is an application of that framework to teacher educators.

Dimension 1: Concerns of Teacher Educators

As mentioned earlier, teacher educators feel concerns about themselves when they enter a new situation such as the formation of personalized teacher education team. For example, they are concerned about their adequacy, about the pecking order which will be established. They are sometimes concerned whether others will "steal" their ideas and use them without giving credit.

No empirical studies have been completed about concerns of teacher educators, and work is needed to check out these propositions which have been derived mainly from experience and clinical observation. However,

FIGURE 5


PARTICIPANTS
Pupils
Prospective Teachers
Public School Staff
Teacher Educators
PROCESSES
Movement
Arousal
Awareness
Assessment
Pupils change feelings, attitudes, etc.
Pupils change knowledge, performance, etc.
Pupils change impact on others
PT changes feelings, attitudes, etc.
PT changes knowledge, performance, etc.
PT changes impact on others
PS changes feelings, attitudes, etc.
PS changes knowledge, performance, etc.
PS changes impact on others
TE changes feelings, attitudes, etc.
TE changes knowledge, performance, etc.
TE changes impact on others
TE changes feelings, attitudes, etc.
TE changes knowledge, performance, etc.
TE changes impact on others
TE becomes aroused to change feelings, attitudes, etc.
TE becomes aroused to change knowledge, performance, etc.
TE becomes aroused to change impact on others
TE becomes aware of feelings, attitudes, etc.
TE becomes aware of knowledge, performance, etc.
TE becomes aware of impact on others
Gathering information about TE's feelings
Gathering information about TE's knowledge, performance, etc.
Gathering information about TE's impact on pupils
Self
Task
Impact
CONCERNS

TE=Teacher educator
PT=Prospective teacher
PS=Public School Staff
P =Pupils

it is our strong impression that, although the content of their concerns is different from that of prospective teachers, the continuum from concerns about self to concerns about student benefit applies to educators as well as to prospective teachers.

Processes of Instruction for Teacher Educators

We posit also that the same processes which engender gain in prospective teachers also help to personalize the experiences of teacher educators. Our experience with teacher educators is more limited than our experience with undergraduate teachers. Outcome research, such as that done with undergraduate teachers, has not been done with teacher educators. We do know however, that the procedures which have been devised are feasible. Those described below have been used with and accepted by scores of teacher educators.

Assessment

We feel that a teacher educator must have or express some desire to understand himself better if he is to implement personalized teacher education. One way we have found to help him do this is the procedure described for prospective teachers: personal assessment feedback counseling. The teacher educator takes the comprehensive assessment battery and has a personal assessment feedback counseling session with a counselor. The assessment part of this process involves the same two subprocesses mentioned in connection with assessment of prospective teachers: inventory (gathering the information, taking the tests) and interpretation (translating test data into terms useful to the teacher educator and the counselor).

Of course not all teacher educators want this experience, at least not at the time they begin a new program or start to work with a team, although many do. In fact, many faculty who later become effective "personalizers" do not wish to have such an experience. We do what is possible, and teacher educators cannot be required to have these experiences. However, teacher educators at several institutions, including

deans, department chairmen and faculty in all ranks, have volunteered for and had personal assessment feedback counseling. We have not lost a teacher educator yet. More amazing, we have not lost a counselor.

Their acceptance is a little surprising when we consider that the instruments used are not particularly well suited for teacher educators. They include questions about vocational choice and so on which were devised for prospective teachers, not teacher educators. Needed of course are instruments and procedures, particularly tailored to the needs of teacher educators.

Awareness

Personal assessment feedback counseling is one systematic, formal procedure to help faculty understand themselves and their impact on students. PAF counseling with faculty is conducted in much the same way as with prospective teachers: the faculty member and the counselor sit down together and talk, perhaps about the clinical write up taken from the assessment battery, sometimes about something else. The same subprocesses are involved as those described in figure 2 for prospective teachers: relating, feedback and focus. (This can be described in more detail.)

There are also many informal procedures in use to help faculty to understand themselves better and to become aware of their impact on students and others. These informal procedures are part and parcel of team formation. One such procedure is consultation between the counseling psychologist and members of the team about prospective teachers in the program and about faculty members' interactions with the prospective teachers. We should note that these informal procedures also include the subprocesses of the formal personal assessment feedback counseling: relating, feedback and focus.

For example, one of the topics discussed by faculty in personal assessment feedback counseling sessions is apprehension regarding persons in authority. This may be couched as discomfort in the relationship with chairmen and deans, fears about promotions and so on. For their part, prospective teachers are afraid they will not receive a good grade from the instructor and are uncomfortable with their instructors. Of course all these fears have considerable basis in reality. Deans do have power over faculty; instructors do have power over prospective teachers. In PAF counseling sessions faculty can air their feelings about authority just as students can air their feelings about instructors in their counseling sessions.

However, the PAF session is not the only route faculty have for working on such matters. A faculty member may not ever have a PAF counseling session, and yet still have routes for working out such problems. For example, problems about authority, about distrust, evaluation and so on come up within the team and in consultation. Consequently, PAF counseling is only one vehicle for increasing awareness: the whole team, as it operates with consultation, is also a vehicle for accomplishing all the personalization processes and subprocesses.

These consultation procedures have not yet been described nor are there yet records of the experiential aspects of team formation which show how awareness occurs. Although we have considerable experience in increasing awareness for teacher educators, the procedures for increasing awareness, counseling, consultation and the team interaction still need to be specified.

Arousal

In constrast with prospective teachers, teacher educators are experienced in schools and responsible for laboratory experiences in schools,

so they usually do not have to be aroused to the realities of public schools. Their need more often is to be aroused to the realities of the experiencing of prospective teachers. As research as well as our own experience testifies, teacher educators are prone to underestimate the negative feelings which prospective teachers experience. Education undergraduates contribute to this by hiding their negative feelings. Teacher educators also assume that prospective teachers have more mature concerns than they actually do have. Hence teacher educators need to be aroused to the realities of their task of teaching prospective teachers, to the realities of students, negative feelings, wavering commitment and immature concerns.

For teacher educators, the arousal process includes confrontation and negotiation just as it does for prospective teachers. Confrontation with the evidence about teachers' concerns is usually arousing, particularly when it includes information, not just about the concerns of prospective teachers generally, but about the concerns of their own students. One evidence of the arousal effect is the frequency with which teacher educators resonate to this information by recalling early concerns of their students and of their own. A very frequent response to the presentation of information about the concerns sequence is "You may not be aware that concerns about one's adequacy is pretty universal. Take me, for example--".

Teacher educators working in a personalized team are constantly confronted with sometimes shocking realities of students' thoughts and motives. The consultant is often able to provide information which has a jolting effect. This kind of information is communicated in manuals about students generally, as well as through consultation about students individually. The Personal Assessment Counseling Manual for

example contains hundreds of examples of expressions of feeling by prospective teachers which are important in their teaching but which are ordinarily unseen in the traditional teacher education program. (This section can be expanded.)

When prospective teachers have video feedback sessions with their counselors, the teacher educator is an equal participant, often more active than the counselor. Such sessions can be arousing for the teacher educator as well as for the prospective teacher.

It is probable that the whole personalization process is as arousing for the teacher educator as for the prospective teacher. His is an extremely demanding role. So far as we know, no educator has ever opted out of a personalized program because it was dull! Upsetting perhaps, demanding yes, but dull, no.

Movement

The model tells us that we need to provide for teacher educators experiences which will enable them to identify alternatives which <u>they</u> have so they can move toward the goals for themselves which have resulted from negotiation. We need also to articulate the resources, professional financial and administrative, which will help implement change for teacher educators and monitor movement they make.

At present these procedures are still informal, but movement takes place, sometimes quite striking personal changes. One female teacher educator tells a story on herself which is persuasive about the change which is possible. "One of my students B. arrived in a dress in which she was so exposed that it raised my hackles. I was about to suggest that she find something more suitable, when I decided to talk to Dr. X about it. Dr. X didn't tell me not to reprimand the girl, but I realized what the impact of a bawling out from me would be: no relation-

ship from then on. I assigned B. to do peer teaching. She did a pretty good job. When I thought it over later, I wondered if I were not a little jealous of B., young and beautiful as she is."

PERSONALIZATION FOR PUBLIC SCHOOL STAFF

Cooperating teachers, school counselors, principals and other professional public school staff are teacher educators too. They have a great influence not only upon prospective teachers directly, but upon pupils and the teaching situation. Some evidence in fact exists which emphasizes the crucial importance of the student teaching situation to the prospective teacher in a personalized program. One study indicates that even if students have had a personalized program before student teaching, certain kinds of gains are achieved only if the student has had a chance to put into effect in actual teaching what was learned earlier. It is hard to overestimate the influence upon the development of the new teacher of those who have control over teaching situations and pupils.

Concerns of Public School Staff

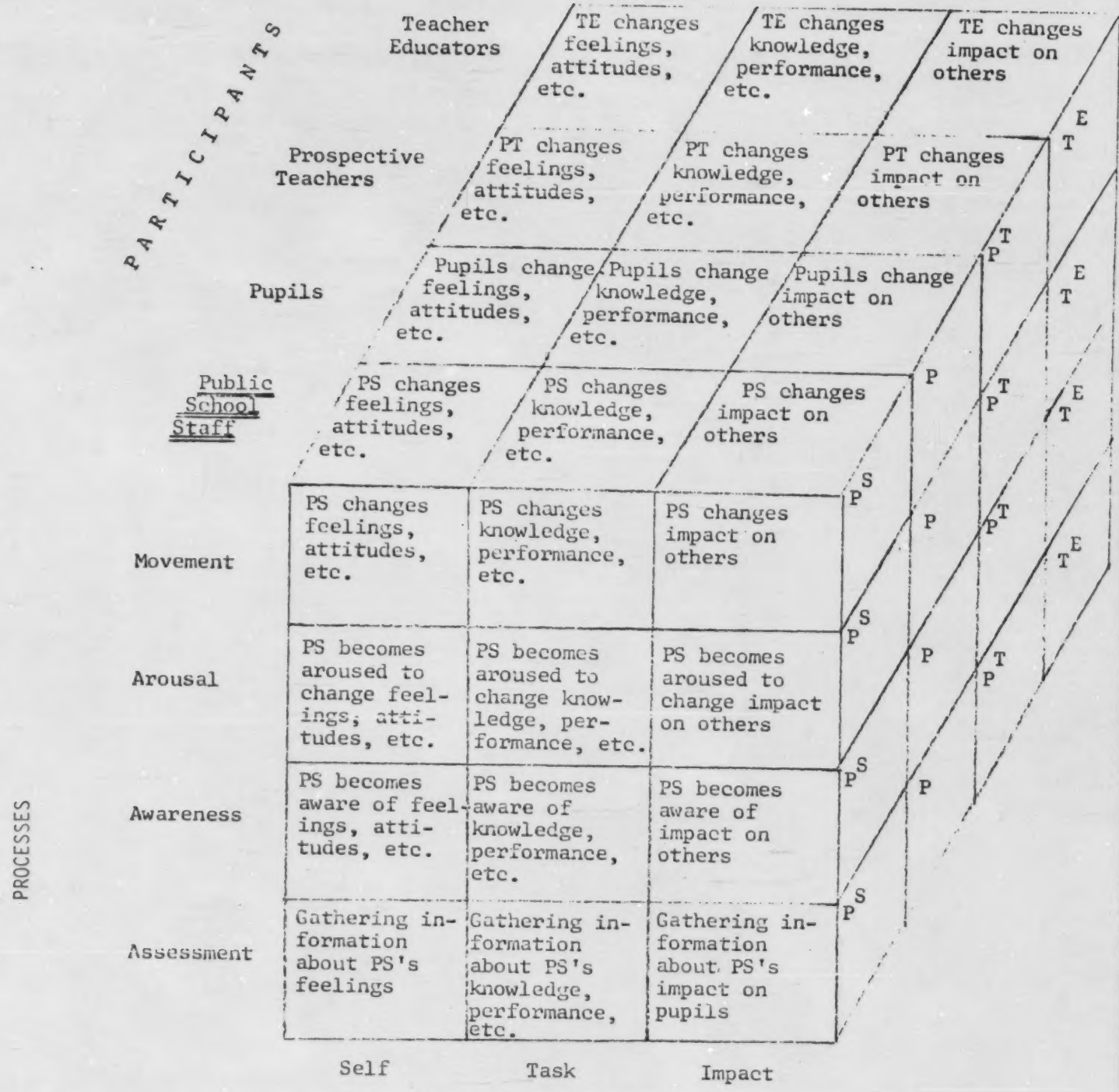
The empirical evidence attests that in-service teachers do have more mature concerns than pre-service teachers, but that there is still considerable variability in the concerns of experienced teachers: many have early concerns about themselves. Some of this variance is apparently associated with rated effectiveness: in-service teachers rated more effective have more mature concerns. We still need to know whether supervising teachers in the public schools have increased self concerns when observers and student teachers are first assigned to them and whether self concerns influence their relationships and effectiveness with student teachers. Observation does indicate that what has been said of teacher educators applies as well to teachers and administrators.

Processes of Instruction

As can be seen in fig. 6, we posit that the same processes apply in the case of public school personnel as apply to prospective teachers and teacher educators. The procedures which have been used with teacher educators have also been used with cooperating teachers, but not with principals. Many cooperating teachers have had personal assessment feedback counseling sessions. Many have been video taped teaching and have seen these tapes with a counselor in a video feedback counseling conference.

What has been neglected particularly are formal procedures for applying this process to inservice programs, particularly the cognitive aspects of such programs. We believe that the model in figure 6 particularly if the sub processes are considered, has important implications for raising unpopular inservice training programs out of their doldrums.

FIGURE 6


PARTICIPANTS
Teacher Educators
Prospective Teachers
Pupils
Public School Staff
PROCESSES
Movement
Arousal
Awareness
Assessment
TE changes feelings, attitudes, etc.
TE changes knowledge, performance, etc.
TE changes impact on others
PT changes feelings, attitudes, etc.
PT changes knowledge, performance, etc.
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Pupils change feelings, attitudes, etc.
Pupils change knowledge, performance, etc.
Pupils change impact on others
PS changes feelings, attitudes, etc.
PS changes knowledge, performance, etc.
PS changes impact on others
PS changes feelings, attitudes, etc.
PS changes knowledge, performance, etc.
PS changes impact on others
PS becomes aroused to change feelings, attitudes, etc.
PS becomes aroused to change knowledge, performance, etc.
PS becomes aroused to change impact on others
PS becomes aware of feelings, attitudes, etc.
PS becomes aware of knowledge, performance, etc.
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Gathering information about PS's feelings
Gathering information about PS's knowledge, performance, etc.
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CONCERNS

PS = Public School Staff
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PERSONALIZATION FOR PUPILS

The ultimate goal of personalization of teacher education is to provide each child with personal education (Fig. 7). Each child needs to be located in his multi-dimensional space (assessment). Each child can become aware of himself, his needs, his goals and aware of what experts have to offer to help him to achieve his goals. Each child can become aroused to change, and can move. The subprocesses of inventory, interpretation, relating, providing feedback, focus, confrontation, negotiation and movement are as applicable in kindergarten as in in-service teacher training. The instrumentation is less well developed, but the conceptual framework includes such development. As is true for teacher educators and public school teachers, procedures need to be developed for pupils.

As an example, a personalized program developer would try to answer the following questions about teaching reading to a 14 year old.

What resources can we call upon? (Assessment)

What instrumentation can we develop to secure honest experiential report from him about his feelings and attitudes toward reading, what he thinks he knows about reading, etc.

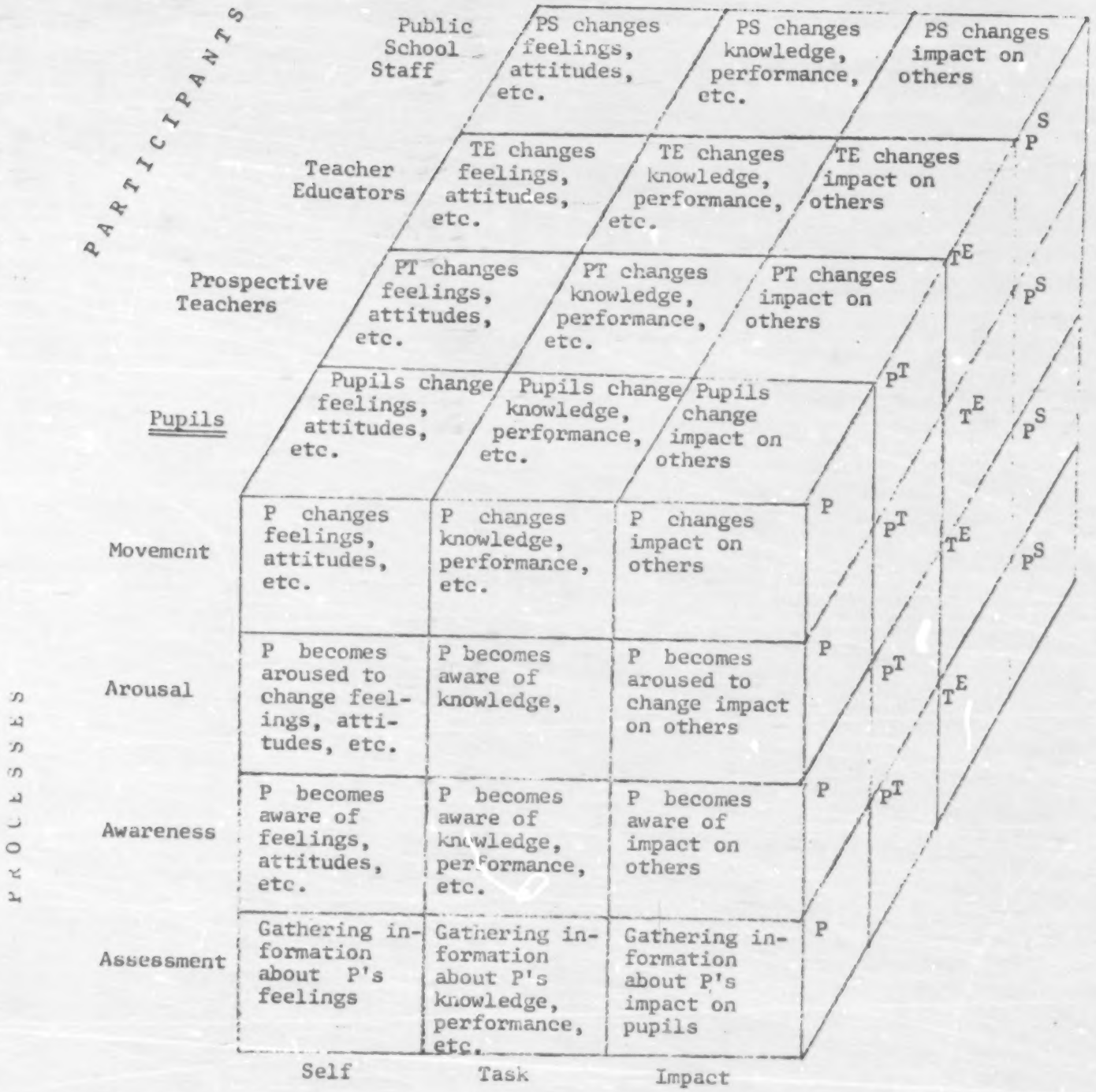
What observations can we make to secure unbiased estimates of his various reading abilities, his attitudes toward reading, the topics he is interested in and not interested in etc.

What can we get from experts (authors, historians, scientists, mechanics, his teacher, him) such as stories, information etc.

What procedures will help him to understand the information we have gathered? (Awareness)

How can we help him to understand his feelings about reading? Maybe by interview?

FIGURE 7



P = Pupils
PS = Public School Staff
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How can we help him to understand the observations (maybe a diagnostic test) made about him? Maybe giving him back his test? Interpret it for him?

How can we help him to understand what experts have to tell him? Maybe by class lecture? By class discussion? By individual tutoring?

What procedures will help him to get interested? (Arousal)

How can we confront him with his real need for reading? Can he read the driver's license test? Can he read the instructions for customizing a sports car?

How can he see the difference between his own estimate of himself and an observation about him?

How can he see the difference between where he is and where he wants to go?

How can he change? (Movement)

How can he understand the alternative routes available to him?

What contracts can we make with him which we can carry out? What contracts can he make with us which he can carry out?

What procedures, instruments, can we develop to assess change?

PUTTING IT ALL TOGETHER: A METAPHOR

The scene is what could be a field or a large room in dense fog. A man is muttering, "Can't see a thing." Then he calls, "John, where are you? I'm trying to find you. Where are you?" A faint voice comes from his left. "Over here." The man turns slightly to the left. "Where?" "Over here." It's hard to tell where the voice is coming from. "I think I'm going in your direction. I'll sing so you can tell whether I'm getting closer." He sings. "Am I getting closer?" There is no answer. He sings again. "Where are you?" No answer. "Well I'll have to start over. John, where are you?" No answer. "I'm just as lost as you are." No answer. "Well I'm not lost if there are two of us." A child appears out of the fog. "I'm right here." "Well I swan. I nearly fell over you." The child puts his hand in the teacher's hand.

Inventory

Experiential Assessment

Interpretation

Relating

Assessment by Observation

"Where are we going?" The man sits down before he answers. "I don't know. You look hungry to me. Are you?" "I don't care." "Thirsty?" "Yes." "Then let's get a switch and see if we can find some water." "What's the switch for?" "We need a forked stick. You hold it down like this and walk along, and when it bends down, there's water down there." Silence. "You don't want water?" No answer. "Maybe trying to find it that way would take too long. You pretty thirsty?" "Yes." "Well, I remember seeing a brook. Do you?" "Yes, but I disremember which way it was. I think it was that way." "No, brooks are always down hill. Don't think you'll find one up that high." The man gets up and they start to walk together.

Feedback

Focus

Expert Opinion

Confrontation Arousal

Negotiation

Expert Opinion

Alternatives

Change

Meaning of a Metaphor

Personalization starts with the teacher (or teacher educator) who calls to the student, "Where are you?" Maybe the student will tell him, maybe not. Maybe the educator has to confess his own need or his own humanness before he can find out where the student is.

When the teacher finds out where the student is, the teacher asks "Where do you want to go?" Maybe the student knows where he wants to go, but more often the student only knows how he wants to feel. He doesn't know specifically where he wants to go. He doesn't even know what destinations exist. The teacher tries to tell the student that, and also to estimate how the student will feel when he gets there. Then they set out together.

Perhaps when they get there, it's the wrong place. The student doesn't like it, and so on. So they start again, but this time, they are a little better off. Their travelling together is more companionable. They have a better idea about where the student wants to go and how far the teacher can go with him. After a while, the student gets to know how to travel himself. Perhaps he calls to someone else, who joins the party.

Another Metaphor: A Classroom Scene

Perhaps the preceding scene is too far removed from the classroom. Below we have a scene closer to home: a dialogue between a teacher and her students in which the teacher is ticking off in her mind the steps in personalized education and performing many of these steps in the conduct of her class discussion. On the left is the dialogue. On the right the action is labeled as it would appear in the framework.

As a reminder to the reader, the component labels are listed below. There are 36 main components (3 x 4 x 3). The 12 basic components are described in the right hand column below. Of course, there are 12 for concerns about self, 12 for concerns about task and 12 for concerns about impact, making a total of 36 components. These are labeled in the script with a code for concern, a code for process and a code for source. For example, IA1 is gathering experiential report related to concerns about self.

The Conceptual Framework Components

The three levels: Concerns, Processes of Instruction, Sources of Data.

I. CONCERNS ABOUT SELF

Processes	Sources of Data	Components
A. Assessment	1. Experiential report	1. Gathering information about students' experiences.
A. Assessment	2. Observations	2. Making observations about students' behavior
A. Assessment	3. Value judgments	3. Forming expert opinion about experiences/behavior.
B. Awareness	1. Experiential report	4. Giving students feedback about their experiences
B. Awareness	2. Observations	5. Giving students feedback re observations of them.
B. Awareness	3. Value judgments	6. Telling students what expert opinion is.

(continued)

I. CONCERNS ABOUT SELF (continued)

Processes	Sources of Data	Components
C. Arousal	1. Experiential report & observations	7. Identifying discrepancies between exp. and obs.
C. Arousal	2. Experiential report & value judgments	8. Identifying discrepancies between exp. and obs.
C. Arousal	3. Observation & value judgments	9. Identifying discrepancies between obs. and val. jd.
D. Movement	1. Exp. rep. and observations	10. Reducing discrepancies between exp. and obs.
D. Movement	2. Exp. rep. & value judgments	11. Reducing discrepancies between exp. and val. jd.
D. Movement	3. Observation & value judgments	12. Reducing discrepancies between obs. and val. jd.

II. CONCERNS ABOUT TASK

(same as included under Concerns of Self, above)

III. CONCERNS ABOUT IMPACT

(same as included under Concerns of Self, above)

A PERSONALIZED CLASSROOM

The Scene

Before class Miss T had made both formal and informal preparation for this class. Some of these were so habitual that she was barely aware that she was preparing, but was just thinking about the class.

For example, she remembered from their themes that some students had said they worried about bad laws, and whether people should be punished for not obeying them.

Too, she remembered class discussions when students hadn't actually said they were concerned about values, but she felt they were debating questions of right and wrong, even though they weren't aware of it.

Miss T had had some courses in philosophy and literature treating questions of values and she reviewed her notes from a course she had had about freedom and responsibility. She made some notes when she came to ideas she thought relevant to students' concerns.

She had also noticed from both class discussion and from themes that students' ideas were often complex but their means of expressing these ideas were simple and often inadequate to express the actual idea except in a roundabout way after much questioning on her part and silence on their part.

The Conceptual Framework

IA1 Assessment related to students' concerns about self using experiential report as source. Miss T assessed students' concerns about themselves directly by asking them about their feelings as these related to what she had to teach them. She assigned themes for the purpose of getting acquainted with them, but she or the counselor might also have used other sources such as projective tests.

IA2 Assessment related to students' concerns about self using observations as a source. Miss T assessed students' concerns about themselves by using herself as an observer of students' discussion.

IA3 Assessment related to students' concerns about self using expert opinion. Miss T gathered information related to student concerns about guilt and responsibility by consulting the experts she knew about and by using herself as an expert to select ideas she thought related to students' concerns about responsibility.

IIA2 Assessment related to task, from observations. Miss T assessed some of her students' task skills by observing how they expressed their ideas in class and by weighing and interpreting and drawing conclusions about the adequacy of their skills.

A PERSONALIZED CLASSROOM (continued)

The Scene	The Conceptual Framework
She noticed for example that they sometimes didn't seem to understand one another or at least some didn't get the full import of another student's comment.	IIIA2 She probably also observed the impact of students on one another, for example whether they communicated with one another better than they communicated with her.
	IIIA3 She probably weighed her observations about their impact and drew her conclusion that their method of communication was inadequate from observations that classmates did not understand and said so. (Classmates being the receivers of the action were certain experts in that they knew whether THEY understood the idea.) Miss T also made her judgments about the adequacy of their communication skills because she, being an English teacher, is something of an expert herself.
She decided that the Crack of Doom scene from the Lord of the Rings, which they were reading, was related to their concern about good and evil.	IA3 She formed an opinion, as an expert, about content related to students' feelings (concerns about self).
She knew from her own personalized teacher education program that she was often unaware of her own impact, particularly of her tendency to talk about her students' heads. She decided therefore to try to get the students themselves to phrase some questions about good and evil, etc., related to the Cracks of Doom scene.	IA1 Assessment and awareness had occurred for her IIA1 of self.

A PERSONALIZED CLASSROOM (continued)

The Scene	The Conceptual Framework
(Miss T is lecturing about volume three of The Lord of the Rings by J.R.R. Tolkein.)	
T. And although Tolkein has said many times that this is just a story with no moral, many critics regard it as allegory. I thought you might be interested in some discussion about the meaning of the scene at Mount Doom. Would you like to talk about it?	IIB3 Awareness of value judgments related to the task. Miss T is giving information, telling students what some content experts think.
(Silence)	IA1 IIA1 Miss T attempts to gather information about students' feelings.
T. Joe, you looked puzzled.	Miss T fails to get the assessment job accomplished.
(Silence)	IA1 IIA1 Miss T tries again to assess student's feeling (just one this time) and also allows possibility of assessment related to task. Another failure.
T. Are you disappointed about the way it turned out?	IA1 Miss T tries again.
Joe. No.	IA1 Miss T gets some information, some beginning of assessment.
T. Which side were you on?	IA1 Miss T tries again.
Joe. Well, after all he went through, Frodo should have gotten to drop the Ring in the Crack.	IA1 Experiential report is forthcoming.
T. You mean it was unfair? (silence) Because he went through so much and was cheated in the end?	IA1 IIA1 Miss T is asking for experiential report, but also giving some opportunity for self assessment about knowledge of the story, if Joe wants to volunteer any.

The Scene	The Conceptual Framework
Joe. Yea. Well, maybe.	IA1 Not much assessment here, but a little information is gathered.
T. Why maybe?	IA1 Another assessment attempt.
Joe. Well, the whole bit about falling into the Crack of Doom.	
T. What about it? (Silence)	IA1 And another.
T. You think no one should have had to fall in. (Silence)	IIA1 IIB1 Beginning to make the student aware of what he has said.
T. It seemed that Gollum was punished.	
Joe. Well he did get burned up.	
T. But Gollum accomplished something good when he got burned up.	IIA3 IIB3 Miss T makes a value judgment and tells her value judgment to Joe.
Joe. That's what I mean. He did the thing everyone else was trying to do. Why should HE get to do it?	
T. Why shouldn't he get to do it? (Silence)	IIC3 Miss T tries to identify a discrepancy between Joe's own feeling about it and an expert opinion.
T. You think Gollum seemed to be the villain.	IIB1 Miss T makes Joe aware of an implicit conclusion in what he said.
Joe. What if I did? I don't necessarily think he was, but Gollum <u>was</u> sneaky.	(Miss T <u>did</u> make Joe aware.)

A PERSONALIZED CLASSROOM (continued)

The Scene	The Conceptual Framework
T. Yes, he tried to kill Frodo.	
Joe. That just goes to prove what I said. Why should <u>he</u> get to do what Frodo wanted to do?	IIB2 Miss T gives information as an observer. (The information was new information.) (Joe identifies the discrepancy.)
T. A good question. What do you think?	IIC2 Miss T tries to get Joe to further specify the discrepancy between what he thinks and what the author thinks, or what she thinks, or some good approved explanation.
Joe. I don't know.	
T. What explanation can you think of?	
Joe. I can't think of any. (Silence) Maybe Tolkein made a mistake. Maybe he made it come out the wrong way. Maybe it was a misprint! (laughter)	Joe says maybe there isn't any discrepancy.
T. Maybe Gollum wasn't so bad.	IIB3 Miss T offers judgment.
Joe. Yuk! Who says so?	Joe wants to know who the expert is.
T. Tolkein didn't think Gollum was so bad.	IIB3 Here and following, Miss T is offering judgments.
Joe. He didn't? Where does it say that? Where? Show me where!	
T. Well, I think this is a pretty sympathetic description of Gollum (reads a passage).	
Joe. He still sounds slimy.	

A PERSONALIZED CLASSROOM (continued)

The Scene

T. The real villain was the Dark Lord.

Joe. Fantastic! Absolutely fantastic!

T. Well, if you compare Gollum and the Dark Lord--

Joe. You can't compare them. You can't even think about the Dark Lord. He never shows up. You never see him.

T. And Gollum?

Joe. Yuk!

T. O.K. Joe's put his finger on something a lot of experts have given a lot of thought to. Here's one (holding up magazine). I'm going to read it so you can see what side of the argument this critic is on. First, let's see what the question is. O.K. Sue--

Sue. Well I kind of agree with Joe, it was wrong, but maybe the author had a different idea of right and wrong than we do. Here I am thinking it is wrong, and there the author is thinking it is right.

T. So the question is--

The Conceptual Framework

ASSESSMENT
IIA1 Teacher is probing Joe's feelings about Gollum.

AWARENESS
IIB3 Miss T is trying to make them aware of an expert's opinion.

AROUSAL
IIC2 Miss T is trying to identify a discrepancy between their understanding and an expert's understanding.

A PERSONALIZED CLASSROOM (continued)

The Scene	The Conceptual Framework
Sue. So the question is how is his idea of right different from my idea of right.	IIC2 (e-vj) Sue is doing some teaching herself and beginning to work on identifying a discrepancy between the students' own experience and an expert's (the author's) opinion (e-vj).
T. O.K., Sue, write that on the board.	
Tom: Maybe we have to back up some. Maybe like Miss T said we don't get the whole picture about what old Tolkein meant. Maybe Joe and old Tolkein really agree, but what I think he means and what he really means might be different. I mean, maybe I don't really understand what he means.	IIC1 Tom is doing some teaching, too, and identifying a discrepancy between his own judgment of his knowledge and what an observer would conclude about his knowledge (e-o).
T. What's the question?	
Tom: Do we understand what he means?	
T. Good question. Write that up here next to Sue's question. (pause) Anything else? (silence) Well, maybe it's a little of both. Maybe you think you have a different idea of right and wrong than Tolkein does, but maybe you really don't. For example, I'm listening to you, and I'm listening to him and maybe I can see that things are the same in both. Maybe <u>you</u> think you and he are pretty far apart, but maybe an outsider, like me, might think you are <u>not</u> too far apart.	IIC3 Miss T is trying to identify THE "real" discrepancy that an observer would identify between the student's view and Tolkein's view.
Well, I'll write that on the board.	
O.K. Now we have three questions here.	

A Final Word

Education at any level can be personalized: kindergarten, primary, intermediate, secondary, undergraduate, graduate, adult, continuing, inservice.

The personalized system merely articulates what has been favored for many years: that education needs to start with the experience of the learner but not stop there; that teachers need to find out where the learner is and reach out to him there; that materials need to be selected to meet his needs; that motivation is the sine qua non of learning; that both cognitive and affective goals are to be sought; that truth, joy and beauty are desireable; that educators ought to be held accountable for knowing how much progress their charges are making toward this good life.

The personalization system is different because it is a <u>system</u>: it specifies check points along the way: don't forget to find out where the learner is; don't forget to establish a relationship with him; don't forget to be sure that he is aware of what you think about him; don't forget to be sure that he is aware of what other people think about him; don't forget to find out what he thinks; don't forget to put it in his language; don't forget to be sure that he is aware of the solutions experts have come up with related to his concern; don't forget to check to see if he is interested; don't forget to etc. - and on through all the steps listed in Figure 2: inventory, interpretation, relating, feedback, focus, confrontation, negotiation, alternatives, implementation, monitoring movement.

EVERYONE IS EQUAL

One point we wish to make strongly is that the framework is sufficiently general so that it can be applied to all learners, no matter what their status. Its basic assumption is that all learners are people, and so in an important sense, they are all equal, that is equally human. They are not equally expert, for teacher educators are more expert than prospective teachers. They are not equally good observers, for pupils apparently agree better on their observations of teachers than teacher educators. They are not equally good reporters of experience, for the person doing the experiencing is best at that.

But they have much in common, and it is this common humanness which makes personalization possible. As we have said elsewhere, no man can be a man alone. Humanness as we know it is possible only with other humans. In this sense, personalization is education for humanness. It is a process which is continuous. It is a process which applies to all teachers and all learners. It assumes that everyone is a learner. More important, it assumes that <u>everyone is a teacher</u>. <u>We are essentially teaching everyone to be a teacher</u>. We are particularly teaching pupils to be teachers, not in the future, but <u>now</u>, teachers of one another.

Teaching in this sense is interpersonal interaction which fosters movement. Learning is possible without teaching as teaching is defined here. For example, learning occurs as a consequence of reading books, traveling and so on, without the presence of a human teacher. The consequence of teaching, what we call movement, is learning which takes place as a result of, only in the presence of, in interaction with, a human being, the teacher. The outcome of teaching is learning which

would not occur except through interpersonal interaction. Of course much learning occurs without the presence of a teacher. Such learning is extremely important, and probably comprises most of what people learn. We simply are not talking about that kind of process. We are talking about teaching, and the learning which results from teaching. Everyone who interacts with another person is such a teacher, a human influence on another person.

PERSONALIZATION IS NOT PHENOMENOLOGICAL

We understand that topless shoeshine girls distract customers' attention from the shine on their shoes, to other matters. Our first-hand observers tell us that this is because something new is observable. So they concentrate on that. However they do get a good shine, as often as they did under the old system.

So it is with personalization. Personalization is topless in that it includes a new element, experiential report. Naturally, the reader's attention is drawn to this. The customer above might give a distorted report of his experience. For example, in describing the girl, he might fail to note that her hands were bare, or that she was not wearing a hat and so on. Descriptions and conclusions about personalization often suffer from the same kind of neglect. The name itself probably contributes to this distortion. Those new to it tend to describe it as experiential or phenomenological because that is its new element.

But personalized education is on the contrary, balanced education. Whereas traditional procedures rest uneasily upon one leg, expert opinion, personalized education stands firmly upon a tripod with three strong legs. One leg and only one is experiential report. We do there

what the shoeshine girl does: we expose to view what is ordinarily not exposed: hopes, fears, concerns, goals, attitudes; the feelings of the learner. But we caution the reader not to conclude that personalization, despite its name, rests on this weak stick. It does not. The conclusion that personalized education is primarily phenomenological, or experiential, is a gross misunderstanding.

What often goes unnoticed by the reader is the rest of the personalization tripod: observation and expert opinion. These two traditional resources are important. Personalized education is not non-directive, client-centered, student centered or phenomenological. The client-centered point of view, oversimplified of course, is that when the person is truly aware of himself, his feelings, potentialities and so on, his own growth potential, his self actualizing tendencies, will do the rest. Personalization has a different view of the learner. It regards experiential awareness as a necessary but <u>not sufficient</u> condition. For example, the individual must be aware not only of his own experiencing but of the observations of others and of expert opinion. In other words, the teacher is required to be more than accepting. The teacher is required to be active <u>and</u> positive, to provide, confront, negotiate, reward. Textbooks and lectures as well as counseling sessions are essential ingredients of personalized education. Situations must be chosen for the student by someone who knows something about the characteristics of the situations. Treatments must be devised by someone who knows what their effects are likely to be. True, the learner is active in all these roles: for example, the prospective teacher can be not just a reporter of inner experience, but an observer of himself and an expert on his goals for himself. But these roles are also played

actively by others, and the student's inner experiencing is only one kind of input into the system.

Another misperception of the system is that it is primarily affective education, that it attempts to educate the feelings of the learner, not his "mind." First, we deny that there is any good evidence that affective and cognitive learning are different processes. Information changes feelings and feelings change information. We classify some kinds of information cognitive (the color of grass) and other kinds affective (the color of cheeks). These are useful names to enable us to think. The Mock Turtle made the point when Alice asked him what is the use of giving things names when they don't answer to them. "No use to them, perhaps, but lots of use to those who call them." So it is with affective and cognitive learning.

Here again we see the topless phenomenon operating. Most education attends to the cognitive domain: knowledge, understanding, and so on. Few theories of instruction emphasize attending, awareness and other goals which are usually labeled affective. When a system of education even attempts to achieve such goals, it is labeled affective because that is its notorious aspect.

We maintain in fact that <u>it is traditional education which is unbalanced, and personalized education which is balanced</u>. Personalized education is not phenomenological. On the contrary, traditional education is asceptic, inhuman, depersonalized. In sum, the cinch is on the wrong horse.

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A LINEAR METAPHOR:

A LITTLE MORE DETAIL ON HOW TO GET THERE.

The 61 Step Confrontation Recipe

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The changer should have experienced himself what follows at least once and preferably many times.

ASSESSMENT The changer should go to where the changee is.

He should know the changee's concerns and feelings.

He should understand the changee's knowledge in regard to the matter at hand.

The changer should experience the changee as the changee experienced himself.

AWARENESS The changer should confront the changee.

The changer should provide the changee with feedback about his experience of him.

The feedback should be trustworthy and related to the changee's concern.

AROUSAL The feedback should represent a view of reality different from the changee's.

This different view is the confrontation.

This confrontation should identify for the changee some difference between

The changee's experience of himself and the changer's experience of him.

and/or

The changee's experience of his performance, knowledge and the changer's experience of it.

and/or

The changee's experience of his impact and the changer's experience of it.

NOTE: WHEN CHANGER = TEACHER EDUCATOR, THEN CHANGEE IS THE PROSPECTIVE TEACHER.
WHEN CHANGER = TEACHER, THEN CHANGEE IS THE STUDENT.

AWARENESS The changee should observe himself as the changer observes him.

The changee should confront himself.

The changer should provide the changee with observations of him.

The feedback should be trustworthy observations related to changee's concern.

AROUSAL The feedback should represent a view of reality different from the changee's.

This different view is the confrontation.

This confrontation should identify for the changee some difference between

The changee's observation of himself & the changer's observation of him.

and/or

The changee's observation of his performance and the changer's.

and/or

The changee's observation of his impact and the changer's.

The changer and changee should both confront the "good".

AWARENESS The changer should provide knowledge*, opinion about ethics, and so on.

The knowledge and information should be trustworthy and related to changee concern.

AROUSAL The information should present a view of the good different from the changee's.

This different view is the confrontation.

This confrontation should identify for the changee some difference between

The changee's ideal self and possible ideal selves.

NOTE*: Most traditional good teacher education does only this and neglects all other steps.

The changee's ideal performance and possible ideal performance.

The changee's ideal impact and possible ideal impact.

ACCOMPLISHING

The changee becomes more realistic about (increases truth about)

Self (feelings, experiencing; increased congruence)

Performance (observation of self, self diagnostic accuracy etc.)

Impact (increased accurate empathy etc.)

The changer expects disruption of the changee's behavior.

The changer provides situation of psychological safety in which behavior disruption can occur.

The behavior of the changee is disrupted

In area of self (lowered self esteem etc.)

and/or

In area of performance (disorganized teaching etc.)

and/or

In area of goals (religious doubts, insecurity about what is good teaching etc.).

The changer requires the changee to set goals.

The changee sets realistic goals.

The changer compares these goals with the mandate of the institution for go/no go. If go,

The changer presents changee with an array of possible treatments calculated to achieve the goal for the changee, with information about risks and gains.

The changee choses treatment or treatments.

The changer provides changee with feedback.

Feedback must be trustworthy.

If new changers enter, they must reveal selves as trustworthy etc.

The changer provides changee with self monitoring devices.

The changer requires changee to monitor progress toward goals.

Changee moves toward goals or else new treatments are selected & steps above repeated.

Changee experiences satisfaction (joy) about

Becoming a more ideal person

Becoming a more ideal teacher

Becoming a more ideal brother (interactor, sharer, universal man, saint, as you will).

The changer monitors the progress toward changee's goals.

The changer monitors the progress toward the goals of the institution/ system.

The changer provides additional treatments as necessary to move toward goals.

The changer observes that progress has been made toward consensual goals (perfection, beauty, competency).

SOME SKILLS INVOLVED IN THE 61 STEP CONFRONTATION RECIPE

ASSESSMENT SKILLS

ASSESSMENT: The teacher should go to where the student is.

SAMPLE SKILLS	KNOWLEDGE BASE	ACTIVITIES
Skill in interpreting the non verbal behavior of the age group of students; skill in observation of behavior generally.	Developmental psychology Kinesics, proxemics, para-language Cultural, social etc. communication	Pretest for skill in such communication Observation of, discussion of films of nonverbal behavior of the student group, e.g., When Mary cries she stops occasionally and cuts her eyes toward my face. What is the message?
Ability to interpret correctly the total argot of the student population	Colloquial vocabulary, grammar etc. Anthropology, sociology etc.	Participant-observer field studies in community surrounding the school
Skill in assessing students' concerns, interests	Motivation, assessment, content analysis, systematic observation	Content analysis of student written, verbal, audio taped, and other expressions of concerns
Skill in choosing assessment instruments appropriate to the demographic and personal characteristics of students (cognitive and affective measures); skill in using these instruments and procedures	Tests and measurements, projective techniques, interview techniques.	Assignment: Given this child (Tom) assemble all the procedures appropriate for understanding his background, cognitive and affective capacities, perceptions, potentialities and limitations.

ASSESSMENT SKILLS (Continued)

SAMPLE SKILLS	KNOWLEDGE BASE	ACTIVITIES
Skills in integrating observations from assessment procedures	Personality, social psychology, learning. Clinical report writing.	Write a clinical report.
Ability to develop hypotheses about processes underlying observable behavior Ability to develop interventions from hypotheses	Learning, instruction, personality Literature on behavior change	From a clinical psychologist's write up, make predictions about the subject's classroom behavior, abilities, limitations and recommend appropriate interventions teachers can use in classroom, i.e., write a treatment plan
Skill in self observation	Literature on self (self concept, esteem, perception etc. etc.) Carl Thoresen on self observation.	Use golf counter to record internal experiences (positive thoughts, etc.)

Etc.

AWARENESS SKILLS

AWARENESS: The teacher increases the student's awareness of: 1) his own potentialities for change, 2) his goals, and 3) the potential contributions of knowledge, of experience, and of others (especially the teacher) to his change.

SAMPLE SKILLS	SAMPLE KNOWLEDGE BASES	SAMPLE ACTIVITIES
Skill in giving feedback to students about students' potentialities (e.g., from assessment of experiencing, of goals, and concerns, and from behavior observation	Communications, interpersonal interaction, measurement	Practice in reflection, clarification, elaboration, illustration and other interaction skills
Skill in assessing one's own bias, distortions, etc.	Perception	Self assessment
Skill in selecting content appropriate for different students	Various individualized content	Games such as student-content matching from visual case studies.
Skill in presenting content consonant with students' concerns	Content areas	Practice exercise in doing it.
Skill in selecting and using metaphors (anecdotes, jokes, visuals etc.) Starting a file of such materials for the grade, age, content, etc.	Art, poetry, humor, photography, operating video etc.	A "bee" (like a spelling bee) in which some content principle (instead of a word to be spelled) is presented and the task is to devise an illustrative metaphor

AWARENESS SKILLS (Continued)

SAMPLE SKILLS	SAMPLE KNOWLEDGE BASES	SAMPLE ACTIVITIES
Explanation skills such as are taught usually in speech classes, skills in answering questions, etc.	Communication	Microteaching, teaching lab.
Skill in goal setting adapted to different individuals, still consistent with goals of groups to which student belongs	Philosophy, ethics; local norms, etc.	Simulated parent conferences using actors as parents (drama students, e.g.)
Content skills: knowledge, understanding and interest in traditional disciplines (math, science, etc.)	Content disciplines	
Ability to provide models (through self or selection of other adults as appropriate models)	Social reinforcement, modeling, social-cultural norms	Development of personal improvement programs

Etc.

AROUSAL SKILLS

AROUSAL: The teacher and the student identify three kinds of existing discrepancies in the student: those between 1) his experiencing (self assessment) and observations about him (teacher assessment); 2) his experiencing and his goals; and 3) observations about him and his goals. (Confrontation is the identification of discrepancies which can be remedied.)

SAMPLE SKILLS	SAMPLE KNOWLEDGE BASES	SAMPE ACTIVITIES
Ability to establish oneself (the teacher) as a trustworthy person	Literature on the characteristics of a helping person	Role playing. Continued personal assessment feedback counseling.
Skill in manipulating the size of discrepancies so they are moderate rather than large or small both in individual conferences and teaching the class as a group	Literature on confrontation skills in psychotherapy (e.g., psychoanalytic interpretation)	Microcounseling. Video playback. Practice using the manual "Counseling Teachers" Practice using the manual "Self Confrontation" and the review of the literature on self confrontation in teacher education.
Skill in identifying individuals who can and can not benefit from confrontation.	Dogmatism. Self esteem. Capacity to change. Personality.	Same as assessment activities.
Acquisition of a repertoire of remedial measures to help in identifying discrepancies which are remedial and those which are not.	Information about remediation of physical, intellectual, interpersonal, and other disabilities.	Inventory physical, intellectual, emotional, social problems of target population and identify existing treatments for them.
Confrontation skills (in addition to those above) such as use of noveltry in presenting content, use of feedback about performance (e.g., use of pupil evaluation of teaching).		

BEHAVIOR CHANGE SKILLS

ACCOMPLISHING: The student reduces identified discrepancies 1) those between his self assessment and his goal; 2) those between his self assessment and the teacher's assessment of him; 3) those between teacher's assessment and his goal.

SAMPLE SKILLS	SAMPLE KNOWLEDGE BASES	SAMPLE ACTIVITIES
Skills include all means of reducing discrepancies between one's self assessment and one's goal, such as:		
Skills to help students to achieve personal improvement (improved appearance, body functioning, intellectual capacity, etc.) through resources outside the teacher-pupil relationship.	Information about resources, everything from plastic surgery and legal aid to library resources	Exploration of resources
Direct behavior modification skills: reinforcement management; modeling using peers and others; abilities to provide opportunities for experience, observation, and other learning.	Psychology of behavior change	Practice in these skills
Skill in imparting skills tied to needs of the particular populations as assessed: vocational or educational guidance, interpersonal skills, health, recreational needs, etc.	Information in relevant content area.	

Etc.

APPLICATIONS TO RESEARCH AND PRACTICE IN TEACHER EDUCATION

Research. A large number of propositions are suggested by this model: teachers taught material related to their concerns will be more motivated, more satisfied and will learn more than when taught material not related to their concerns (one of many propositions from level 1); identification of discrepancies is arousing (one proposition from levels 2 and 3); discrepancy identification + discrepancy reduction results in increased satisfaction (for e - g), congruence (for e - o) and control (for o - g); dynamically-based procedures will increase satisfaction, perceptually-based procedures will increase congruence and learning-based procedures will increase control; to list only a few which could be tested.

Propositions not suggested can be generated from different philosophical orientations. For example, although it is thought that proportionate reduction in all three kinds of discrepancies is necessary for optimal functioning, one view might like more realism, another more satisfaction and another more control.

The model can also serve as a kind of Bekterevian table: empty cells need to be filled by reference to theory and empirical test. For example, what interventions not thought of here could be expected to produce the in-process goals (awareness and arousal) specified?

Critical research might be generated from questions crossing theoretical lines. For example, are additional processes necessary for change (such as reinforcement) or are their active components already

included in the model, as reinforcement would be if its active components are only specifying what is expected (awareness) and motivating the human subject to try (arousal)?

Practice. The model can serve as a checklist to the practitioner if he wishes to assume that the processes posited are necessary (but not necessarily sufficient). For example, was assessment done? Did it include information gathering of experience and unbiased observations as well as assembly of information about goals? Is the teacher actually aware of the information rather than merely present when the information is presented? Have discrepancies been identified between experiencing and goals, and between experiencing and observations, as well as between observation and goals, the only discrepancies commonly identified? Are interventions specific to the discrepancy rather than non-specific placebos? Such questions are seen to be important when it is considered that at present most teacher education is concentrated in only one of the 36 cells, awareness of task goals, e.g., communication of content. The other 35 cells need attention.

The model also unscrambles some kinds of information and procedures which are usually glued together: unbiased observations (o) and evaluations (g); self report (e) and self evaluation (e-g); goal setters (self for self; experts for self; recipients such as pupils for self); etcetera.

These are only a few of the hypotheses implied in the model. We have specified a few score more hypotheses in a publication entitled, "Suggested Hypotheses for Research on Self Confrontation" by Robert Taube

and myself. These and other publications listed at the end of the paper are available from ERIC and from the R & D Center for Teacher Education.

Concluding Remarks

We have attempted to describe a procedure to implement a model which can be applied in teacher education to help teachers become joyful, truthful and beautiful. Our youngest colleagues tell us they find these worthy ends. We hope teacher educators will espouse them, not because they are "relevant" but because they too believe them to be worthy ends.

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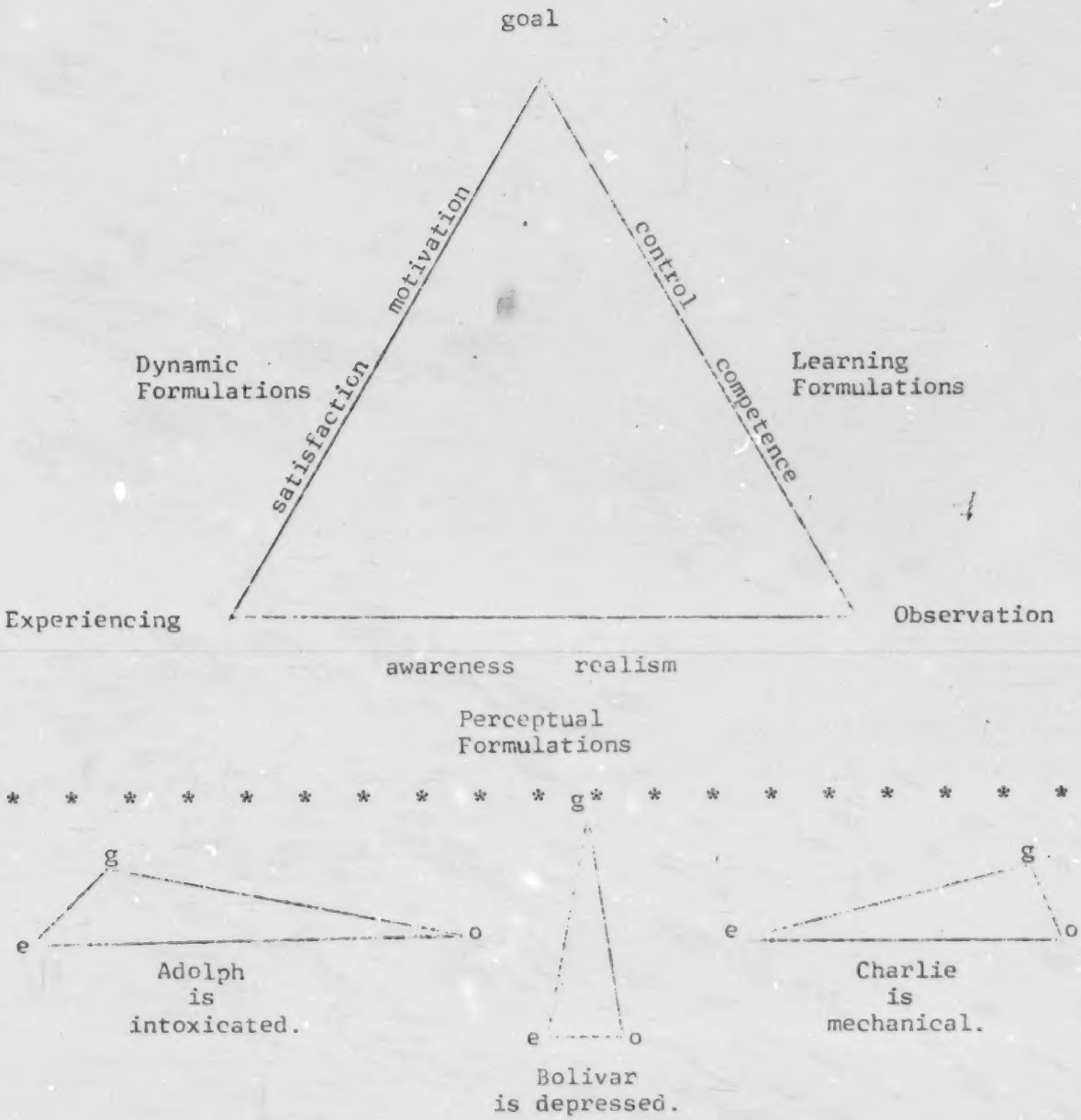
F. Fuller 12/29/72

A Representation of Posited Discrepancies
and Their Conceptual Bases



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a representation of PERSONALIZED EDUCATION:

a three factor (3x4x3) conceptual framework

FRANCES FULLER

I Concerns of the Prospective Teacher about Self

(own feelings, experiencing, etc.)

FACTOR #1:
CONCERNS (objectives) OF THE PROSPECTIVE TEACHER
- I. Concerns about self (own feelings etc)
- II. Concerns about task (knowledge etc)
- III. Concerns about impact (pupil gain)

FACTOR #2:
PROCESS OBJECTIVES OF THE EDUCATOR
- A. Assessment (gathering information)
- B. Awareness (by P.T. of information)
- C. Arousal (identification of discrepancies)
- D. Accomplishing (reduction of discrepancies)

A. ASSESSMENT (gathering information)

FACTOR #3:
SOURCES OF DATA TO ACCOMPLISH OBJECTIVES
- (1) Experiential report (from prospective teacher)
- (2) Observation (from camera, human observer etc)
- (3) Value judgment (from relevant expert)

	1 EXPERIENTIAL REPORT	2 OBSERVATION	3 VALUE JUDGMENTS
COLUMN NUMBER: Factor #1+#2+#3	IA1	IA2	IA3
EXAMPLES OF WHAT IS MEANT	PT reports about her own feelings and attitudes	Camera records feelings and behaviors of prospective teacher	Description of ideal self by PT herself or her church or a person authorized to speak for her
IN THE PROSPECTIVE TEACHER'S WORDS	This is what I feel I am like	That is what I seem to be to someone else	This is what I ought to be
SOME RELATED TERMS USED IN THE PROFESSIONAL, RESEARCH AND GENERAL LITERATURE	Experiential report; personal knowledge; autobiography; free association	Clinical assessment, observation by a camera or human observer	Eschatology; ethics; morality; personal philosophy; religion; ideal self; my Guru, priest etc.

FACTOR #1:
CONCERNS (objectives) OF THE PROSPECTIVE TEACHER
- I. Concerns about self (own feelings etc)
- II. Concerns about task (knowledge etc)
- III. Concerns about impact (pupil gain)

FACTOR #2:
PROCESS OBJECTIVES OF THE EDUCATOR
- A. Assessment (gathering information)
- B. Awareness (by P.T. of information)
- C. Arousal (identification of discrepancies)
- D. Accomplishing (reduction of discrepancies)

B. AWARENESS (giving feedback)

FACTOR #3:
SOURCES OF DATA TO ACCOMPLISH OBJECTIVES
- (1) Experiential report (from prospective teacher)
- (2) Observation (from camera, human observer etc)
- (3) Value judgment (from relevant expert)

	1 EXPERIENTIAL REPORT	**2 OBSERVATION**	**3 VALUE JUDGMENTS**
COLUMN NUMBER: Factor #1+#2+#3	IB1	IB2	IB3
EXAMPLES OF WHAT IS MEANT	Awareness by PT of own feelings, experiencing	Awareness by PT of observations about self by others	Awareness by PT of opinions about an ideal self or ideal selves
IN THE PROSPECTIVE TEACHER'S WORDS	I've never put a name on this feeling before. I've felt it before, but I didn't know I was feeling it.	In my video tape, I looked sad.	The books say a student teacher should teach by choice, not just as insurance for the future
SOME RELATED TERMS USED IN THE PROFESSIONAL, RESEARCH AND GENERAL LITERATURE	Self-awareness (+). Self perception. Distortion (-). Repression (-). Catharsis. Abreaction. Self-exploration. Openness.	Ontology; transcendence; mimesis; reality orientation	Personal philosophy, ideal self, the good life, the good man, God, Christ, Buddha.

FACTOR #1: CONCERNS (objectives) OF THE PROSPECTIVE TEACHER I. Concerns about self (own feelings etc) II. Concerns about task (knowledge etc) III. Concerns about impact (pupil gain)			
FACTOR #2: PROCESS OBJECTIVES OF THE EDUCATOR A. Assessment (gathering information) B. Awareness (by P.T. of information) C. Arousal (identification of discrepancies) D. Accomplishing (reduction of discrepancies)	**C. AROUSAL (identification of discrepancies)**		
FACTOR #3: SOURCES OF DATA TO ACCOMPLISH OBJECTIVES (1) Experiential report (from prospective teacher) (2) Observation (from camera, human observer etc) (3) Value judgment (from relevant expert)	**1 EXPERIENTIAL . MINUS OBSERVATION**	**2 EXPERIENTIAL MINUS VALUE JUDGMENT**	**3 OBSERVATION MINUS VALUE JUDGMENT**
COLUMN NUMBER: Factor #1+#2+#3	IC1	IC2	IC3
EXAMPLES OF WHAT IS MEANT	Identification by PT of discrepancies between experienced self and observed self	Identification by PT of discrepancies between experienced self and ideal self	Identification by PT of discrepancies between observed self and ideal self
IN THE PROSPECTIVE TEACHER'S WORDS	I want to be able to look to others like I feel to myself.	What I feel and what I want to feel are miles apart.	My video taped performance was even farther from good teaching than I'd thought it would be.
SOME RELATED TERMS USED IN THE PROFESSIONAL, RESEARCH AND GENERAL LITERATURE	**Attention, dissonance,** goal setting	**Attention, dissonance**	Motivation

FACTOR #1:
CONCERNS (objectives) OF THE PROSPECTIVE TEACHER
- I. Concerns about self (own feelings etc)
- II. Concerns about task (knowledge etc)
- III. Concerns about impact (pupil gain)

FACTOR #2:
PROCESS OBJECTIVES OF THE EDUCATOR
- A. Assessment (gathering information)
- B. Awareness (by P.T. of information)
- C. Arousal (identification of discrepancies)
- D. Accomplishing (reduction of discrepancies)

D. ACCOMPLISHING (reduction of discrepancies)

FACTOR #3:
SOURCES OF DATA TO ACCOMPLISH OBJECTIVES
- (1) Experiential report (from prospective teacher)
- (2) Observation (from camera, human observer etc)
- (3) Value judgment (from relevant expert)

	1 EXPERIENTIAL MINUS OBSERVATION	**2 EXPERIENTIAL MINUS VALUE JUDGMENT**	**3 OBSERVATION MINUS VALUE JUDGMENT**
COLUMN NUMBER: Factor #1+#2+#3	ID1	ID2	ID3
EXAMPLES OF WHAT IS MEANT	Reduction of discrepancies between experienced self and observed self. (It is assumed such reduction leads to increased congruence and confidence in ability to assess own feelings, hence leads to increased intrinsic motivation, autonomy etc.)	Reduction of discrepancies between experienced self and ideal self. (It is assumed such reduction leads to increased satisfaction with self, enjoyment, valuing of self and creativity.)	Reduction of discrepancies between observed self and ideal self. (It is assumed such reduction leads to increased self-actualization and reduced self-ideal discrepancy.)
IN THE PROSPECTIVE TEACHER'S WORDS	I know myself better now.	I feel I am what I ought to be. I like myself better.	Other people respect me for what I am.
SOME RELATED TERMS USED IN THE PROFESSIONAL, RESEARCH AND GENERAL LITERATURE	Personal knowledge; congruence, autonomy, independence	Self-ideal discrepancy. Satisfaction, commitment	Personal knowledge. Self actualization. Ideal self.

A. ASSESSMENT (gathering information)

	1 EXPERIENTIAL REPORT	2 OBSERVATION	3 VALUE JUDGMENTS
WHERE WE ARE GOING:			
a. INTERMEDIATE OUTCOMES	Completed personal self report of feelings, attitudes etc.	Completed reports by observer of PT's feelings etc.	Completed description of personal goals for PT
b. SYSTEM OUTCOMES	See page 4 for system outcomes.	See page 4 for system outcomes.	See page 4 for system outcomes.
HOW WE PROPOSE TO GET THERE (ILLUSTRATIONS ONLY)			
c. EXAMPLES OF PROCEDURES HYPOTHESIZED TO ACCOMPLISH THE INPROCESS OBJECTIVES (SOME DO NOT ACTUALLY EXIST AT PRESENT) AND SOME MATERIALS DESCRIBING OR RELATED TO THE PROCEDURES (ILLUSTRATIONS ONLY)	1. Comprehensive personal assessment by self report. 2. Class discussions about PT's attitudes toward science. 3. Semantic differential attitudes toward science teaching.	1. Clinical write-up of personal assessment instruments. 2. Instructor's assessment of PT's attitudes toward science.	1. PT's description of ideal self. 2. Philosopher's description of ideal. 3. Discussions of personal qualities a teacher should have. 4. Maslow's description of the self actualizing person.
d. EXAMPLES OF BACKGROUND REQUIREMENTS NECESSARY TO IMPLEMENT PROCEDURES (ILLUSTRATIONS ONLY)	PT should be willing to fill out forms etc.	Clinical assessment training	No background requirements if expert is PT. Otherwise, suitable professional preparation.
HOW WE KNOW WHEN WE HAVE ARRIVED (ILLUSTRATIONS ONLY)			
e. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER DESIRED OUTCOMES HAVE OCCURRED DURING RESEARCH AND PILOT TEST STAGES (ILLUSTRATIONS ONLY)	Completed battery does or does not exist	Completed clinical write-up does or does not exist	Self ideal description is complete
f. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER DESIRED OUTCOMES HAVE OCCURRED IN FIELD TEST (ILLUSTRATIONS ONLY)	Completed battery exists at field site.	Clinical write up at field site has been completed by assessors.	Self ideal description by PT has been completed at field site.
g. INSTRUMENTS/PROCEDURES TO ASSESS CHARACTERISTICS OF THE FORMAT IN WHICH TREATMENT IS PRESENTED TO USER IN FIELD TEST STAGE AND POSSIBLE INFLUENCE OF FORMAT (VS TREATMENT ITSELF) UPON FIELD TEST OUTCOMES (ILLUSTRATIONS ONLY)	Reaction form asking prospective teacher how she felt about filling out test battery	User's reaction form about assessment kit; trainees' reaction form about assessment training workshop.	User's reaction to requirement that value judgment be stated. User satisfaction with self ideal instrument manual.
h. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER TREATMENTS HAVE BEEN APPLIED BY FIELD TESTER AS RECOMMENDED BY DEVELOPER (ILLUSTRATIONS ONLY)	Judgment by R&D clinical psychologist about field user's administration of assessment instruments and about assessment write ups of assessors.	Judgments by R&D cameraman about degree to which field testers conformed to instructions about filming.	Judgments by R&D clinical psychologist about whether the field users conformed to instructions for administration of instruments.

B. AWARENESS (giving feedback)

	1 EXPERIENTIAL REPORT	2 OBSERVATION	3 VALUE JUDGMENTS
WHERE WE ARE GOING: a. INTERMEDIATE OUTCOMES	Increased awareness of own personal feelings. Movement of experience from unconscious to conscious.	Increased awareness of own feelings and behavior as seen by others.	Increased awareness of ideal self, of goals for self, of opinions of scholars, of priests about the good man and the good life.
b. SYSTEM OUTCOMES	See page 4 for syster outcomes.	See page 4 for system outcomes.	See page 4 for system outcomes.
HOW WE PROPOSE TO GET THERE (ILLUSTRATIONS ONLY) c. EXAMPLES OF PROCEDURES HYPOTHESIZED TO ACCOMPLISH THE INPROCESS OBJECTIVES (SOME DO NOT ACTUALLY EXIST AT PRESENT) AND SOME MATERIALS DESCRIBING OR RELATED TO THE PROCEDURES (ILLUSTRATIONS ONLY)	1.Video feedback counseling. 2.Personal assessment feedback counseling. 3.Psychological consultation. 4. Computer feedback. (Personal assessment & personal assessment manuals. Sections of PEB Final Report)	1. Video feedback. 2. Supervisor conferences. 3.Teaching lab. (Video counseling manuals. PEB Report)	Reading and classwork about ideal selves. Certain topics in courses in psychology, religion, theology, sociology, philosophy.
d. EXAMPLES OF BACKGROUND REQUIREMENTS NECESSARY TO IMPLEMENT PROCEDURES (ILLUSTRATIONS ONLY)	PT should have some perceptiveness about self, some receptivity, should not be completely defensive.	Counselor has counseling competency for PAF counseling.	Credentials as an expert: scholar, psychologist, philosopher etc., with expertise in the topic.
HOW WE KNOW WHEN WE HAVE ARRIVED (ILLUSTRATIONS ONLY) e. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER DESIRED OUTCOMES HAVE OCCURRED DURING RESEARCH AND PILOT TEST STAGES (ILLUSTRATIONS ONLY)	Pencil and paper tests to assess reduction in repression. A tachistoscopic test score for perceptual distortion of words which were important in the feedback.	Pencil and paper test to assess how much PT remembered after she received interaction analysis feedback of category proportions from her film.	Measure to assess PT's knowledge of opinions about the good life and the good person, (preferably as they relate to one her age, sex etc.).
f. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER DESIRED OUTCOMES HAVE OCCURRED IN FIELD TEST (ILLUSTRATIONS ONLY)	Measures to assess reduced repression (e.g. tachistoscopic presentation of threatening words).	Percentage of video tape of own teaching performance that PT watched (e.g total VT time minus looking away + eye blinks + talk divided by total VT time).	Same as above measures but adapted to characteristics of new population.
g. INSTRUMENTS/PROCEDURES TO ASSESS CHARACTERISTICS OF THE FORMAT IN WHICH TREATMENT IS PRESENTED TO USER IN FIELD TEST STAGE AND POSSIBLE INFLUENCE OF FORMAT (VS TREATMENT ITSELF) UPON FIELD TEST OUTCOMES (ILLUSTRATIONS ONLY)	Form for counselor's reaction to clarity, etc. of PAF Counseling Manual	Form for teacher educator's reaction to clarity, etc. of teaching lab manuals	User's reaction form about relevance to lives of their students and about usefulness of recommended manuals, books, etc. about good life, good person.
h. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER TREATMENTS HAVE BEEN APPLIED BY FIELD TESTER AS RECOMMENDED BY DEVELOPER (ILLUSTRATIONS ONLY)	Rating of audio tapes of counselors doing PAF counseling	Rating of student reports of procedures used by field testers in teaching labs	Rating by R&D manual developer about teaching method used by field site professor when lecturing using material from recommended manuals, books

C. AROUSAL (identification of discrepancies)

	1 EXPERIENTIAL . MINUS OBSERVATION	2 EXPERIENTIAL MINUS VALUE JUDGMENT	3 OBSERVATION MINUS VALUE JUDGMENT
WHERE WE ARE GOING: a. INTERMEDIATE OUTCOMES	Increased interest in activity to reduce discrepancies between experienced and observed self.	Increased interest in and activity to reduce discrepancies between experienced and ideal self.	Increased interest in and activity to reduce discrepancies between observed self and ideal self.
b. SYSTEM OUTCOMES	See page 4 for system outcomes.	See page 4 for system outcomes.	See page 4 for system outcomes.
HOW WE PROPOSE TO GET THERE (ILLUSTRATIONS ONLY) c. EXAMPLES OF PROCEDURES HYPOTHESIZED TO ACCOMPLISH THE INPROCESS OBJECTIVES (SOME DO NOT ACTUALLY EXIST AT PRESENT) AND SOME MATERIALS DESCRIBING OR RELATED TO THE PROCEDURES (ILLUSTRATIONS ONLY)	1.Personal assessment counseling. 2.Computer feedback. 3. Team approach. 4. Teacher educator attitudes of openness, empathy, etc. 5.Psychological team consultation.	1.Personal assessment counseling; computer feedback. 2.Arousal of concern about teaching by early experiences such as 15-Min. Hr.	1. Evaluations of PT's teaching by supervisors. 2. Interaction analysis by PT of own films of teaching.
d. EXAMPLES OF BACKGROUND REQUIREMENTS NECESSARY TO IMPLEMENT PROCEDURES (ILLUSTRATIONS ONLY)	These are related to the treatment: counseling competency; computer capability etc.	These are related to the treatment used.	These are related to the particular treatment procedure used.
HOW WE KNOW WHEN WE HAVE ARRIVED (ILLUSTRATIONS ONLY) e. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER DESIRED OUTCOMES HAVE OCCURRED DURING RESEARCH AND PILOT TEST STAGES (ILLUSTRATIONS ONLY)	Measure of motivation of PT to change her self perception to conform with observation; measure of motivation of PT to change the observer's perception by explaining her actions on VT etc.	Measure of motivation of PT to change her self perception in direction of the ideal; measure of motivation of PT to persuade the expert to change his opinion in direction of her self perception.	Measure of motivation of PT to persuade the observer to change his observation in the direction of the ideal; measure of motivation of PT to persuade the expert to change his opionion in the direction of the observation.
f. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER DESIRED OUTCOMES HAVE OCCURRED IN FIELD TEST (ILLUSTRATIONS ONLY)	Measure of PT motivation: to change self perception; to change the observer's perception of her.	Measures similar to those in cell above but adapted to characteristics of new population.	Measures similar to those in cell above but adapted to characteristics of new population.
g. INSTRUMENTS/PROCEDURES TO ASSESS CHARACTERISTICS OF THE FORMAT IN WHICH TREATMENT IS PRESENTED TO USER IN FIELD TEST STAGE AND POSSIBLE INFLUENCE OF FORMAT (VS TREATMENT ITSELF) UPON FIELD TEST OUTCOMES (ILLUSTRATIONS ONLY)	Evaluations from users about format.	Evaluations from users about formats.	Evaluations from users about formats.
h. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER TREATMENTS HAVE BEEN APPLIED BY FIELD TESTER AS RECOMMENDED BY DEVELOPER (ILLUSTRATIONS ONLY)	These are related to procedure used, e.g. rating by R&D person of field site user's conformance to instructions.	These are related to the treatment used, e.g. rating by R&D person of field site user's conformance to instructions.	These are related to the particular treatment procedures used.

D. ACCOMPLISHING (reduction of discrepancies)

	1 EXPERIENTIAL MINUS OBSERVATION	2 EXPERIENTIAL MINUS VALUE JUDGMENT	3 OBSERVATION MINUS VALUE JUDGMENT
WHERE WE ARE GOING:			
a. INTERMEDIATE OUTCOMES	Increased congruence, intrinsic motivation, autonomy. Reduced passivity.	Increased satisfaction with self, positive valuing of self, enjoyment of self, spontaneity, creativity, imaginativeness.	Actual movement toward and increase in qualities individual desires (self actualization)
b. SYSTEM OUTCOMES	See page 4 for system outcomes.	See page 4 for system outcomes.	See page 4 for system outcomes.
HOW WE PROPOSE TO GET THERE (ILLUSTRATIONS ONLY)			
c. EXAMPLES OF PROCEDURES HYPOTHESIZED TO ACCOMPLISH THE INPROCESS OBJECTIVES (SOME DO NOT ACTUALLY EXIST AT PRESENT) AND SOME MATERIALS DESCRIBING OR RELATED TO THE PROCEDURES (ILLUSTRATIONS ONLY)	Extended group or individual therapy; behavior modification to reduce perceptual distortion, defensiveness; treatments to improve communication.	Treatments to enhance self-confidence, reduce depression, increase expectancy of success, make self-perceptions conform to PT's ideal: e.g., praise; reduce expectations; modify program goals to PT's abilities; have stooges give PT positive reports about herself.	Treatments which an observer would report change PT toward ideal: plastic surgery, other cosmetic treatment; speech therapy; financial aid or other improvement of living conditions; social opportunities; job placement, etc., for PT.
d. EXAMPLES OF BACKGROUND REQUIREMENTS NECESSARY TO IMPLEMENT PROCEDURES (ILLUSTRATIONS ONLY)	These are related to the treatment used.	These are related to treatment used.	These are related to treatment used.
HOW WE KNOW WHEN WE HAVE ARRIVED (ILLUSTRATIONS ONLY)			
e. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER DESIRED OUTCOMES HAVE OCCURRED DURING RESEARCH AND PILOT TEST STAGES (ILLUSTRATIONS ONLY)	Measures of discrepancy between self report of PT and observations about PT e.g. about voice or appearance. Change pre to post in discrepancy between IA1 and IA2.	Measures of self ideal discrepancy. Change in discrepancies between IA1 and IA3 pre and post.	Measures of individual symptom relief (e.g., improvement in appearance, speech, etc.) Change in measures of discrepancy between observation and previously assessed personal goals (IA2 minus IA3) pre and post
f. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER DESIRED OUTCOMES HAVE OCCURRED IN FIELD TEST (ILLUSTRATIONS ONLY)	Measures similar to those in cell above but adapted to characteristics of new population.	Measures similar to those in cell above but adapted to characteristics of new population.	Measures similar to those in cell above but adapted to characteristics of new population.
g. INSTRUMENTS/PROCEDURES TO ASSESS CHARACTERISTICS OF THE FORMAT IN WHICH TREATMENT IS PRESENTED TO USER IN FIELD TEST STAGE AND POSSIBLE INFLUENCE OF FORMAT (VS TREATMENT ITSELF) UPON FIELD TEST OUTCOMES (ILLUSTRATIONS ONLY)	Evaluations of formats by users.	Evaluations from users about formats.	Evaluations from users about formats.
h. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER TREATMENTS HAVE BEEN APPLIED BY FIELD TESTER AS RECOMMENDED BY DEVELOPER (ILLUSTRATIONS ONLY)	Evaluation by R&D of user's procedures.	Evaluation by R&D of user's procedures.	Evaluation by R&D of user's procedures.

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II CONCERNS OF THE PROSPECTIVE TEACHER ABOUT THE TASK

(knowledge, understanding, application, performance, etc.)

FACTOR #1: CONCERNS (objectives) OF THE PROSPECTIVE TEACHER I. Concerns about self (own feelings etc) II. Concerns about task (knowledge etc) III. Concerns about impact (pupil gain)			
FACTOR #2: PROCESS OBJECTIVES OF THE EDUCATOR A. Assessment (gathering information) B. Awareness (by P.T. of information) C. Arousal (identification of discrepancies) D. Accomplishing (reduction of discrepancies)	**A. ASSESSMENT (gathering information)**		
FACTOR #3: SOURCES OF DATA TO ACCOMPLISH OBJECTIVES (1) Experiential report (from prospective teacher) (2) Observation (from camera, human observer etc) (3) Value judgment (from relevant expert)	**1 EXPERIENTIAL REPORT**	**2 OBSERVATION**	**3 VALUE JUDGMENTS**
COLUMN NUMBER: Factor #1+#2+#3	IIA1	IIA2	IIA3
EXAMPLES OF WHAT IS MEANT	PT estimates her own knowledge and understanding of math	An achievement test estimates PT's knowledge of math	Mathematician specifies what math PT should know
IN THE PROSPECTIVE TEACHER'S WORDS	This is what I think I know	That is what you think I know	This is what I ought to know
SOME RELATED TERMS USED IN THE PROFESSIONAL, RESEARCH AND GENERAL LITERATURE	Self diagnostic ability Self ability perception	Ability testing, achievement testing	Epistemiology; philosophy of knowing; requirements; course of study

FACTOR #1: CONCERNS (objectives) OF THE PROSPECTIVE TEACHER I. Concerns about self (own feelings etc) II. Concerns about task (knowledge etc) III. Concerns about impact (pupil gain)			
FACTOR #2: PROCESS OBJECTIVES OF THE EDUCATOR A. Assessment (gathering information) B. Awareness (by P.T. of information) C. Arousal (identification of discrepancies) D. Accomplishing (reduction of discrepancies)	**B. AWARENESS (giving feedback)**		
FACTOR #3: SOURCES OF DATA TO ACCOMPLISH OBJECTIVES (1) Experiential report (from prospective teacher) (2) Observation (from camera, human observer etc) (3) Value judgment (from relevant expert)	**1 EXPERIENTIAL REPORT**	**2 OBSERVATION**	**3 VALUE JUDGMENTS**
COLUMN NUMBER: Factor #1+#2+#3	IIB1	IIB2	IIB3
EXAMPLES OF WHAT IS MEANT	Awareness by PT of own assessment of knowledge and comprehension of content, method, context etc.	Awareness by PT of assessment by instrument or observer of her knowledge and comprehension of content, methods, context etc.	Awareness by PT of opinions about ideal task competencies: knowledge and understanding of content, methods, context etc.
IN THE PROSPECTIVE TEACHER'S WORDS	My assessment of myself as a scientist: I am not one!	On the math test I could do only half of the problems	One objective of this year's reading is enough skill so the child can read on his own.
SOME RELATED TERMS USED IN THE PROFESSIONAL, RESEARCH AND GENERAL LITERATURE	Cognitive awareness; self estimate.	Feedback about observations; test scores; norms.	Lecture; teaching; passing on tradition, social expectations.

FACTOR #1: CONCERNS (objectives) OF THE PROSPECTIVE TEACHER I. Concerns about self (own feelings etc) II. Concerns about task (knowledge etc) III. Concerns about impact (pupil gain)			
FACTOR #2: PROCESS OBJECTIVES OF THE EDUCATOR A. Assessment (gathering information) B. Awareness (by P.T. of information) C. Arousal (identification of discrepancies) D. Accomplishing (reduction of discrepancies)	**C. AROUSAL (identification of discrepancies)**		
FACTOR #3: SOURCES OF DATA TO ACCOMPLISH OBJECTIVES (1) Experiential report (from prospective teacher) (2) Observation (from camera, human observer etc) (3) Value judgment (from relevant expert)	**1 EXPERIENTIAL . MINUS OBSERVATION**	**2 EXPERIENTIAL MINUS VALUE JUDGMENT**	**3 OBSERVATION MINUS VALUE JUDGMENT**
COLUMN NUMBER: Factor #1+#2+#3	IIC1	IIC2	IIC3
EXAMPLES OF WHAT IS MEANT	Identification by PT of discrepancies between experienced and observed task behavior competencies (knowledge, comprehension etc.)	Identification by PT of discrepancies between experienced and ideal task behaviors and competencies (knowledge, comprehension etc.)	Identification by PT of discrepancies between observed and ideal task behaviors and competencies (knowledge, comprehension etc.)
IN THE PROSPECTIVE TEACHER'S WORDS	I overestimated my knowledge.	I feel I am less adequate than a teacher should be.	I made two mistakes when I explained vacuums on the video tape - that's not good!
SOME RELATED TERMS USED IN THE PROFESSIONAL, RESEARCH AND GENERAL LITERATURE	Intrinsic motivation. Activation. Dissonance deficits. Goal settings.	Intrinsic motivation. Activation. Dissonance deficits. Goal settings.	Intrinsic motivation. Activation. Dissonance deficits. Goal settings

FACTOR #1:
CONCERNS (objectives) OF THE PROSPECTIVE TEACHER
- I. Concerns about self (own feelings etc)
- II. Concerns about task (knowledge etc)
- III. Concerns about impact (pupil gain)

FACTOR #2:
PROCESS OBJECTIVES OF THE EDUCATOR
- A. Assessment (gathering information)
- B. Awareness (by P.T. of information)
- C. Arousal (identification of discrepancies)
- D. Accomplishing (reduction of discrepancies)

D. ACCOMPLISHING (reduction of discrepancies)

FACTOR #3:
SOURCES OF DATA TO ACCOMPLISH OBJECTIVES
- (1) Experiential report (from prospective teacher)
- (2) Observation (from camera, human observer etc)
- (3) Value judgment (from relevant expert)

	1 EXPERIENTIAL MINUS OBSERVATION	2 EXPERIENTIAL MINUS VALUE JUDGMENT	3 OBSERVATION MINUS VALUE JUDGMENT
COLUMN NUMBER: Factor #1+#2+#3	IID1	IID2	IID3
EXAMPLES OF WHAT IS MEANT	Reduction of discrepancies between experienced knowledge etc. and observed knowledge. (It is assumed this will increase self diagnostic accuracy and autonomy in learning.)	Reduction of discrepancies between experienced and ideal knowledge etc. (It is assumed this leads to increased commitment to teaching and increased satisfaction with teaching.)	Reduction of discrepancies between observed and ideal knowledge etc. (It is assumed this leads to increase in actual task competency of PT in knowledge, comprehension etc.)
IN THE PROSPECTIVE TEACHER'S WORDS	I've become a good judge of what I myself need to learn.	I feel I know more what I ought to know.	My science diagnostic test shows I am improving in my understanding of science.
SOME RELATED TERMS USED IN THE PROFESSIONAL, RESEARCH AND GENERAL LITERATURE	Self diagnostic accuracy. Autonomy in learning.	Commitment. Job Satisfaction.	Qualities of an effective teacher mainly (for the teacher educator) but other competencies are dependent upon procedure.

	A. ASSESSMENT (gathering information)		
	1 EXPERIENTIAL REPORT	**2 OBSERVATION**	**3 VALUE JUDGMENTS**
WHERE WE ARE GOING: **a.** INTERMEDIATE OUTCOMES	Completed personal report of knowledge etc.	Completed observer reports of knowledge etc.	Textbooks, visuals, etc are available representing the best judgment of experts about what PT's should learn in every discipline related to teaching adapted to the concerns, abilities, et of PT's.
b. SYSTEM OUTCOMES	See page 4 for system outcomes.	See page 4 for system outcomes.	See page 4 for system outcomes.
HOW WE PROPOSE TO GET THERE (ILLUSTRATIONS ONLY) **c.** EXAMPLES OF PROCEDURES HYPOTHESIZED TO ACCOMPLISH THE INPROCESS OBJECTIVES (SOME DO NOT ACTUALLY EXIST AT PRESENT) AND SOME MATERIALS DESCRIBING OR RELATED TO THE PROCEDURES (ILLUSTRATIONS ONLY)	1. Self assessment about knowledge of modern math. 2. Self assessment of knowledge of science. 3. Team teaching self report instruments about knowledge about team teaching.	1. G.P.A. 2. Grades in M360M and M360N. 2. Science Diagnostic Tests 3. Instructional Design Diagnostic Tests. 4. Reading Diagnostic Tests 5. Pre and post tests about knowledge of team teaching.	Develop textbooks, visuals, etc., adapted to concerns, abilities and other characteristics of PT's; specify criteria for such materials.
d. EXAMPLES OF BACKGROUND REQUIREMENTS NECESSARY TO IMPLEMENT PROCEDURES (ILLUSTRATIONS ONLY)	PT is willing to fill out forms.	Subject matter competency and assessment competency on part of test constructor.	Suitable professional competency
HOW WE KNOW WHEN WE HAVE ARRIVED (ILLUSTRATIONS ONLY) **e.** INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER DESIRED OUTCOMES HAVE OCCURRED DURING RESEARCH AND PILOT TEST STAGES (ILLUSTRATIONS ONLY)	Self reports about own knowledge are or are not complete for every discipline and task included in program.	Tests and observations about PT's knowledge are or are not complete	Check that expert judgments about what PT's should learn in every content and method area are available, suitable for age, ability, concerns background, etc., of PT's, such as INDIVIDUALIZED texts, visuals etc.
f. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER DESIRED OUTCOMES HAVE OCCURRED IN FIELD TEST (ILLUSTRATIONS ONLY)	May be same as above but adapted to characteristics of new population.	May be same as above but adapted to characteristics of new population.	May be same as above but adapted to characteristics of new population.
g. INSTRUMENTS/PROCEDURES TO ASSESS CHARACTERISTICS OF THE FORMAT IN WHICH TREATMENT IS PRESENTED TO USER IN FIELD TEST STAGE AND POSSIBLE INFLUENCE OF FORMAT (VS TREATMENT ITSELF) UPON FIELD TEST OUTCOMES (ILLUSTRATIONS ONLY)	Reliability of self estimate	Validity of observation	Evaluations from users about formats.
h. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER TREATMENTS HAVE BEEN APPLIED BY FIELD TESTER AS RECOMMENDED BY DEVELOPER (ILLUSTRATIONS ONLY)	Check to see whether every PT filled out self report forms.	Evaluation by R&D of user's procedures.	Examination of field si PT population to discov similar to pilot site P population.

B. AWARENESS (giving feedback)

	1 EXPERIENTIAL REPORT	2 OBSERVATION	3 VALUE JUDGMENTS
WHERE WE ARE GOING: a. INTERMEDIATE OUTCOMES	Increased awareness by PT of own estimate of own subject matter and teaching task competencies.	Increased awareness by PT of her observed subject matter and teaching task competencies.	Increased awareness by PT of the requirements of teaching, of what an ideal teacher should know and do.
b. SYSTEM OUTCOMES	See page 4 for system outcomes.	See page 4 for system outcomes.	See page 4 for system outcomes.
HOW WE PROPOSE TO GET THERE (ILLUSTRATIONS ONLY) c. EXAMPLES OF PROCEDURES HYPOTHESIZED TO ACCOMPLISH THE INPROCESS OBJECTIVES (SOME DO NOT ACTUALLY EXIST AT PRESENT) AND SOME MATERIALS DESCRIBING OR RELATED TO THE PROCEDURES (ILLUSTRATIONS ONLY)	1.Feedback from science diagnostics; feedback from teaching lab. 2.Tape listening. 3.Microteaching. 4.1-to-1 tutoring 5.Block program two days in school	1.Video feedback counseling. 2.Early experiences in the school 3.Supervisor and pupil feedback	All instruction: assigned textbook reading, lectures, visual presentations, instructor led discussions. Note: Most conventional programs' procedures would all fit into this cell.
d. EXAMPLES OF BACKGROUND REQUIREMENTS NECESSARY TO IMPLEMENT PROCEDURES (ILLUSTRATIONS ONLY)	Interpersonal competency, content competency and assessment competency.	Counseling competency for video feedback counseling. For other treatments, interpersonal competency and competency in content/ teaching area.	Content competency. Interpersonal competency. Competency as an instructor.
HOW WE KNOW WHEN WE HAVE ARRIVED (ILLUSTRATIONS ONLY) e. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER DESIRED OUTCOMES HAVE OCCURRED DURING RESEARCH AND PILOT TEST STAGES (ILLUSTRATIONS ONLY)	Pre and post measures of PT's awareness of her own estimate of her knowledge, comprehension etc.	Pre and post measures of PT's awareness of how others see her performance.	Pre and post measures of PT's achievement (i.e. increases in knowledge, comprehension etc.).
f. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER DESIRED OUTCOMES HAVE OCCURRED IN FIELD TEST (ILLUSTRATIONS ONLY)	Same as above measures but adapted to characteristics of new population.	Same as above measures but adapted to characteristics of new population.	Same as above measures but adapted to characteristics of new population
g. INSTRUMENTS/PROCEDURES TO ASSESS CHARACTERISTICS OF THE FORMAT IN WHICH TREATMENT IS PRESENTED TO USER IN FIELD TEST STAGE AND POSSIBLE INFLUENCE OF FORMAT (VS TREATMENT ITSELF) UPON FIELD TEST OUTCOMES (ILLUSTRATIONS ONLY)	Evaluations from users about format.	Evaluations from users about format, e.g. user's reaction form to video counseling manual.	Evaluations from users about format and about suitability of adaptations in measures and procedures to their population.
h. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER TREATMENTS HAVE BEEN APPLIED BY FIELD TESTER AS RECOMMENDED BY DEVELOPER (ILLUSTRATIONS ONLY)	Evaluation by R&D of user's procedures.	Evaluation by R&D of user's procedures, e.g. rating by R&D judges of audio tapes of user's video counseling sessions.	Evaluation by R&D of user's procedures.

C. AROUSAL (identification of discrepancies)

	1 EXPERIENTIAL . MINUS OBSERVATION	2 EXPERIENTIAL MINUS VALUE JUDGMENT	3 OBSERVATION MINUS VALUE JUDGMENT
WHERE WE ARE GOING: **a.** INTERMEDIATE OUTCOMES	Increased interest in and activity to reduce discrepancies between experienced and observed task, knowledge, competency, etc.	Increased interest in and activity to reduce discrepancies between experienced and ideal task and competency etc.	Increased interest in and activity to reduce discrepancies between observed task, knowledge and comprehension and ideal knowledge, comprehension, etc.
b. SYSTEM OUTCOMES	See page 4 for system outcomes.	See page 4 for system outcomes.	See page 4 for system outcomes.
HOW WE PROPOSE TO GET THERE (ILLUSTRATIONS ONLY) **c.** EXAMPLES OF PROCEDURES HYPOTHESIZED TO ACCOMPLISH THE INPROCESS OBJECTIVES (SOME DO NOT ACTUALLY EXIST AT PRESENT) AND SOME MATERIALS DESCRIBING OR RELATED TO THE PROCEDURES (ILLUSTRATIONS ONLY)	VT feedback counseling. Conferences with instructor in which PT explains why she thought she should have done better than instructor thinks. Any opportunities for PT to compare her own estimates with instructor's judgments such as conferences about grades.	Presentation of extremely novel material, i.e. material discrepant with the experience of PT. Completed films or video tapes of PT teaching and/or other completed observer reports of PT's impact during interaction.	Content expert (e.g. supervisor in math education) evaluates the accuracy and completeness of PT's video taped math teaching. Weekly multivariate course grades given (e.g. IA gain + pupil gain + SET.
d. EXAMPLES OF BACKGROUND REQUIREMENTS NECESSARY TO IMPLEMENT PROCEDURES (ILLUSTRATIONS ONLY)	Interpersonal competency. Competency as unbiased observer. Personal qualities of sensitivity etc.	Interpersonal competency. Content competency.	Competencies as evaluator, observer and content expert.
HOW WE KNOW WHEN WE HAVE ARRIVED (ILLUSTRATIONS ONLY) **e.** INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER DESIRED OUTCOMES HAVE OCCURRED DURING RESEARCH AND PILOT TEST STAGES (ILLUSTRATIONS ONLY)	Pre-post measures of: PT motivation to change self perception toward observation; PT motivation to change observer's perception toward PT's opinion (e.g. persuades observer; explains circumstances biasing observation).	Pre and post measure of motivation of PT to change her self estimate about her knowledge in the direction of the ideal; measure of motivation of PT to persuade the expert to change his opinion in direction of PT's self perception.	Measure of motivation of PT to persuade the observer to change his observation in the direction of the ideal; measure of motivation of PT to persuade the expert to change his opinion in the direction of the observation.
f. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER DESIRED OUTCOMES HAVE OCCURRED IN FIELD TEST (ILLUSTRATIONS ONLY)	Same as above measures, adapted to the characteristics of the new population.	Same as above measures adapted to characteristics of new population.	Same as above measures adapted to characteristics of new population.
g. INSTRUMENTS/PROCEDURES TO ASSESS CHARACTERISTICS OF THE FORMAT IN WHICH TREATMENT IS PRESENTED TO USER IN FIELD TEST STAGE AND POSSIBLE INFLUENCE OF FORMAT (VS TREATMENT ITSELF) UPON FIELD TEST OUTCOMES (ILLUSTRATIONS ONLY)	Evaluations from users about format.	Evaluations from users about format.	Evaluations from users about format.
h. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER TREATMENTS HAVE BEEN APPLIED BY FIELD TESTER AS RECOMMENDED BY DEVELOPER (ILLUSTRATIONS ONLY)	Evaluation by R&D about user's procedures.	Evaluation by R&D about user's procedures.	Evaluation by R&D about user's procedures.

D. ACCOMPLISHING (reduction of discrepancies)

	1 EXPERIENTIAL MINUS OBSERVATION	2 EXPERIENTIAL MINUS VALUE JUDGMENT	3 OBSERVATION MINUS VALUE JUDGMENT
WHERE WE ARE GOING: a. INTERMEDIATE OUTCOMES	Increased self diagnostic accuracy, intrinsic motivation to learn, activity and responsibility in learning, autonomy in learning	Increased commitment to learning content; commitment to teaching substantively; satisfaction with learning; satisfaction with teaching	Increased substantive knowled e of content; teaching skills; competency; increased ability to evaluate, synthesize
b. SYSTEM OUTCOMES	See page 4 for system outcomes.	See page 4 for system outcomes.	See page 4 for system outcomes.
HOW WE PROPOSE TO GET THERE (ILLUSTRATIONS ONLY) c. EXAMPLES OF PROCEDURES HYPOTHESIZED TO ACCOMPLISH THE INPROCESS OBJECTIVES (SOME DO NOT ACTUALLY EXIST AT PRESENT) AND SOME MATERIALS DESCRIBING OR RELATED TO THE PROCEDURES (ILLUSTRATIONS ONLY)	Repeated feedback to persuade PT about reliability of observations; provision of external security, interpersonal trust to enable PT to revise self estimate downward; repeated observations to reduce bias in observations.	Treatments to remove self-denigrating attitudes about content areas: films showing beautiful female intellectuals; increasing expectance of success; scaling down expectations; changing major from low to high competence area; doctored favorable reports.	Treatments which an observer would report. Increase PT's knowledge, understanding, etc.: drill; practice; explanation; discussion; reward Monthly wage given based on multivariate evaluation (e.g. IA gain + pupil gain + SET gain etc. Special placement in practice situation e.g. student teaching.
d. EXAMPLES OF BACKGROUND REQUIREMENTS NECESSARY TO IMPLEMENT PROCEDURES (ILLUSTRATIONS ONLY)	Competencies required are dependent upon the procedure used.	Competencies required are dependent upon the procedure	Subject matter competency. Scholarship. Academic skills.
HOW WE KNOW WHEN WE HAVE ARRIVED (ILLUSTRATIONS ONLY) e. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER DESIRED OUTCOMES HAVE OCCURRED DURING RESEARCH AND PILOT TEST STAGES (ILLUSTRATIONS ONLY)	Measures of discrepancy between PT's own estimate about knowledge and observations about PT, e.g. about knowledge about science.	Measures of discrepancies between self estimate of knowledge and expert's opinion about competency; change in such discrepancies pre to post (before and after treatment).	Measures of discrepancies between observer's report and expert's opinion about competency; change in such discrepancies pre to post (before and after treatment).
f. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER DESIRED OUTCOMES HAVE OCCURRED IN FIELD TEST (ILLUSTRATIONS ONLY)	Same as above measures adapted to characteristics of new population.	Same as above measures adapted to characteristics of new population.	Same as above measures adapted to characteristics of new population.
g. INSTRUMENTS/PROCEDURES TO ASSESS CHARACTERISTICS OF THE FORMAT IN WHICH TREATMENT IS PRESENTED TO USER IN FIELD TEST STAGE AND POSSIBLE INFLUENCE OF FORMAT (VS TREATMENT ITSELF) UPON FIELD TEST OUTCOMES (ILLUSTRATIONS ONLY)	Evaluations from users about format.	Evaluations from users about format.	Evaluations from users about format.
h. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER TREATMENTS HAVE BEEN APPLIED BY FIELD TESTER AS RECOMMENDED BY DEVELOPER (ILLUSTRATIONS ONLY)	Evaluation by R&D about user's procedures.	Evaluation by R&D about user's procedures.	Evaluation by R&D about user's procedures.

III CONCERNS OF THE PROSPECTIVE TEACHER ABOUT IMPACT

(about pupils, impact on pupils, pupil gain)

FACTOR #1: CONCERNS (objectives) OF THE PROSPECTIVE TEACHER I. Concerns about self (own feelings etc) II. Concerns about task (knowledge etc) III. Concerns about impact (pupil gain)			
FACTOR #2: PROCESS OBJECTIVES OF THE EDUCATOR A. Assessment (gathering information) B. Awareness (by P.T. of information) C. Arousal (identification of discrepancies) D. Accomplishing (reduction of discrepancies)	**A. ASSESSMENT (gathering information)**		
FACTOR #3: SOURCES OF DATA TO ACCOMPLISH OBJECTIVES (1) Experiential report (from prospective teacher) (2) Observation (from camera, human observer etc) (3) Value judgment (from relevant expert)	**1 EXPERIENTIAL REPORT**	**2 OBSERVATION**	**3 VALUE JUDGMENTS**
COLUMN NUMBER: Factor #1+#2+#3	IIIA1	IIIA2	IIIA3
EXAMPLES OF WHAT IS MEANT	PT reports about her interaction with others	Camera records PT's interaction with pupils. Pupils report their observations about PT's interactions with other pupils.	Description of ideal interpersonal interaction by pupil or other expert
IN THE PROSPECTIVE TEACHER'S WORDS	This is how I feel I am coming across to others	This is how I look to an observer to be coming across to others	This is how I ought to come across to others
SOME RELATED TERMS USED IN THE PROFESSIONAL, RESEARCH AND GENERAL LITERATURE	Empathy. Perceptiveness. Understanding others. Persuasiveness. Salesmanship. Having a good "personality."	Interaction analyses; systematic observation. SET.	Ideal relationship variables

FACTOR #1:
CONCERNS (objectives) OF THE PROSPECTIVE TEACHER
- I. Concerns about self (own feelings etc)
- II. Concerns about task (knowledge etc)
- III. Concerns about impact (pupil gain)

FACTOR #2:
PROCESS OBJECTIVES OF THE EDUCATOR
- A. Assessment (gathering information)
- B. Awareness (by P.T. of information)
- C. Arousal (identification of discrepancies)
- D. Accomplishing (reduction of discrepancies)

B. AWARENESS (giving feedback)

FACTOR #3:
SOURCES OF DATA TO ACCOMPLISH OBJECTIVES
- (1) Experiential report (from prospective teacher)
- (2) Observation (from camera, human observer etc)
- (3) Value judgment (from relevant expert)

	1 EXPERIENTIAL REPORT	**2 OBSERVATION**	**3 VALUE JUDGMENTS**
COLUMN NUMBER: Factor #1+#2+#3	IIIB1	IIIB2	IIIB3
EXAMPLES OF WHAT IS MEANT	Awareness by PT of PT's own feelings, attitudes etc. in interaction	Awareness by PT of observer's observations about PT's own impact (including film record)	Awareness by PT of opinions about ideal interpersonal interaction and ideal impact on pupils
IN THE PROSPECTIVE TEACHER'S WORDS	I realize now that I want pupils to get like they are interested even if they aren't.	The pupils in the video were not paying any attention to me.	Pupils should participate or they are not learning.
SOME RELATED TERMS USED IN THE PROFESSIONAL, RESEARCH AND GENERAL LITERATURE	Congruence	Receptivity. Defensiveness(-). Transcendence.	Accurate empathy. Perceptiveness.

FACTOR #1: CONCERNS (objectives) OF THE PROSPECTIVE TEACHER I. Concerns about self (own feelings etc) II. Concerns about task (knowledge etc) III. Concerns about impact (pupil gain)			
FACTOR #2: PROCESS OBJECTIVES OF THE EDUCATOR A. Assessment (gathering information) B. Awareness (by P.T. of information) C. Arousal (identification of discrepancies) D. Accomplishing (reduction of discrepancies)	**C. AROUSAL (identification of discrepancies)**		
FACTOR #3: SOURCES OF DATA TO ACCOMPLISH OBJECTIVES (1) Experiential report (from prospective teacher) (2) Observation (from camera, human observer etc) (3) Value judgment (from relevant expert)	**1 EXPERIENTIAL MINUS OBSERVATION**	**2 EXPERIENTIAL MINUS VALUE JUDGMENT**	**3 OBSERVATION MINUS VALUE JUDGMENT**
COLUMN NUMBER: Factor #1+#2+#3	IIIC1	IIIC2	IIIC3
EXAMPLES OF WHAT IS MEANT	Identification by PT of discrepancies between PT's experienced and observed impact on others	Identification by PT of discrepancies between PT's experienced and ideal impact on others	Identification by PT of discrepancies between observed and ideal impact of PT on others
IN THE PROSPECTIVE TEACHER'S WORDS	I thought the class understood it until I saw the video tape and saw they weren't listening.	Their response to me was not as enthusiastic as I think it ought to be.	My supervisor thinks I am not responsive and indirect as I ought to be.
SOME RELATED TERMS USED IN THE PROFESSIONAL, RESEARCH AND GENERAL LITERATURE	Intrinsic motivation. Dissonance. Congruence. Goal setting. Activation.	Intrinsic motivation. Dissonance. Congruence. Goal setting. Activation.	Intrinsic motivation. Dissonance. Congruence. Goal setting. Activation.

FACTOR #1: CONCERNS (objectives) OF THE PROSPECTIVE TEACHER I. Concerns about self (own feelings etc) II. Concerns about task (knowledge etc) III. Concerns about impact (pupil gain)			
FACTOR #2: PROCESS OBJECTIVES OF THE EDUCATOR A. Assessment (gathering information) B. Awareness (by P.T. of information) C. Arousal (identification of discrepancies) D. Accomplishing (reduction of discrepancies)	**D. ACCOMPLISHING (reduction of discrepancies)**		
FACTOR #3: SOURCES OF DATA TO ACCOMPLISH OBJECTIVES (1) Experiential report (from prospective teacher) (2) Observation (from camera, human observer etc) (3) Value judgment (from relevant expert)	**1 EXPERIENTIAL MINUS OBSERVATION**	**2 EXPERIENTIAL MINUS VALUE JUDGMENT**	**3 OBSERVATION MINUS VALUE JUDGMENT**
COLUMN NUMBER: Factor #1+#2+#3	IIID1	IIID2	IIID3
EXAMPLES OF WHAT IS MEANT	Reduction of discrepancies between experienced impact and observed impact. (It is assumed this leads to increase in ability to assess own interpersonal behavior accurately; accurate empathy.)	Reduction of discrepancies between experienced and ideal impact. (It is assumed this increases spontaneity and creativity; satisfaction in interaction; and positive valuin of self and others.)	Reduction of discrepancies between observed and ideal impact. (It is assumed this will lead to enhancement of others and to ability to personalize the instruction of pupils or others.)
IN THE PROSPECTIVE TEACHER'S WORDS	What I felt up there teaching and what I saw on the video tape are much more alike now.	I feel I am coming across to the children the way I want to.	The interaction analysis shows I am getting more pupil response, which is good.
SOME RELATED TERMS USED IN THE PROFESSIONAL, RESEARCH AND GENERAL LITERATURE	Transparency; genuineness; openness; flexibility; dogmatism (-)	Positive regard;UPR; positive reinforcement; responsiveness	Good teaching; achieving objectives of education; mental health.

	1 EXPERIENTIAL REPORT	2 OBSERVATION	3 VALUE JUDGMENTS
WHERE WE ARE GOING: a. INTERMEDIATE OUTCOMES	Completed self reports of feelings etc. in interaction		Completed descriptions of interactive goals for PT
b. SYSTEM OUTCOMES	See page 4 for system outcomes.	See page 4 for system outcomes.	See page 4 for system outcomes.
HOW WE PROPOSE TO GET THERE (ILLUSTRATIONS ONLY) c. EXAMPLES OF PROCEDURES HYPOTHESIZED TO ACCOMPLISH THE INPROCESS OBJECTIVES (SOME DO NOT ACTUALLY EXIST AT PRESENT) AND SOME MATERIALS DESCRIBING OR RELATED TO THE PROCEDURES (ILLUSTRATIONS ONLY)	1. Self assessment of ability to explain math problems to first graders 2. Self report about own attitudes about working with others in team teaching. 3. Teaching lab. Students' reports about their experienced impact. 4. Reports of students in 1:1 teaching about their experienced impact on pupils. 5. Stimulated recall from audio/video tapes.	1. Supervisor's rating of PT's ability to explain math problems to first graders. 2. Pupils' grades on math taught by teacher. 3. Supervisor's rating forms about PT's impact on pupils. 4. Pupils' descriptions of interaction of PT and regular teacher in team teaching	1. Supervisor's estimate of how much pupils should have learned. 2. Pupils statement about my ideal teacher. 3. Pupil's description of their ideal teacher. 4. Reviews of the theoretical and empirical literature about desirable interpersonal interaction. 5. Inclusion in textbooks of information about interpersonal influence, interpersonal attraction etc.
d. EXAMPLES OF BACKGROUND REQUIREMENTS NECESSARY TO IMPLEMENT PROCEDURES	PT is willing and able to report, to fill out forms etc.	Competency in systematic observation, and as an educator	Professionals: interpersonal and professional competency. Pupils: time in class to judge PT willingness to report.
HOW WE KNOW WHEN WE HAVE ARRIVED (ILLUSTRATIONS ONLY) e. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER DESIRED OUTCOMES HAVE OCCURRED DURING RESEARCH AND PILOT TEST STAGES (ILLUSTRATIONS ONLY)	Self reports about PT's own perceptions of her impact are or are not complete; reports are consistent, valid etc. (i.e. they represent PT's "true" opinion about her impact).	Observations such as SET are or are not complete	Statements about ideal interpersonal interaction exist and these come from all possible sources: experts on interaction; good interactors; receivers of interaction from PT such as pupils and supervisors; and PT's own statement about ideal interaction.
f. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER DESIRED OUTCOMES HAVE OCCURRED IN FIELD TEST (ILLUSTRATIONS ONLY)	Self reports about PT's perceptions of her impact are complete; reports are valid etc.; instruments have been adapted for field pop.	Same as above, but in addition measures/ observations have been adapted to the new field population of PT's.	Same as above except that material is adapted to new PT population.
g. INSTRUMENTS/PROCEDURES TO ASSESS CHARACTERISTICS OF THE FORMAT IN WHICH TREATMENT IS PRESENTED TO USER IN FIELD TEST STAGE AND POSSIBLE INFLUENCE OF FORMAT (VS TREATMENT ITSELF) UPON FIELD TEST OUTCOMES (ILLUSTRATIONS ONLY)	Reaction form asking PT's reaction to video taping and to stimulated recall procedure.	Asking pupils at field site how they felt about rating their teachers. Asking cameramen at field site their opinion about manual "Camera in the Classroom."	Questionnaire about user's reaction to textbook vs. video to present information about social interaction.
h. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER TREATMENTS HAVE BEEN APPLIED BY FIELD TESTER AS RECOMMENDED BY DEVELOPER	Judgment by R&D developer about how closely field users followed instructions.	R&D developer judgment about whether user followed instructions.	R&D developer makes judgment about materials used or developed by field users.

	1 EXPERIENTIAL REPORT	2 OBSERVATION	3 VALUE JUDGMENTS
WHERE WE ARE GOING: a. INTERMEDIATE OUTCOMES	Increased awareness of feelings toward others and of own experiencing in interaction with others.	Increased awareness by PT of how her interaction appears to a third party (observer).	Awareness of components and ideal relationships of ideal impact on pupils, of good communication of good teaching.
b. SYSTEM OUTCOMES	See page 4 for system outcomes.	See page 4 for system outcomes.	See page 4 for system outcomes.
HOW WE PROPOSE TO GET THERE (ILLUSTRATIONS ONLY) c. EXAMPLES OF PROCEDURES HYPOTHESIZED TO ACCOMPLISH THE INPROCESS OBJECTIVES (SOME DO NOT ACTUALLY EXIST AT PRESENT) AND SOME MATERIALS DESCRIBING OR RELATED TO THE PROCEDURES (ILLUSTRATIONS ONLY)	Conferences when counselor and/or supervisor interpret for PT all the information gathered in IIIA1. PT focuses on her pupil 2 etc. and her estimate of her impact on pupils of type 1, type 2 etc.; on pupil a, pupil b etc.; on colleague a, colleague b etc.; on principal, superintendent, parents, peers etc.	Conferences when supervisor interprets for PT all the information gathered in IIIA2. PT sees her video tape focusing on her impact on pupils. PT listens to audio tape of herself in a parent conference, a tape from which her own voice has been deleted and only the voice of the parent remains. PT completes analysis of her interaction, focusing on responses of pupils.	1. Coursework and reading on ideal relationship. 2. Philosophy of education. (SET articles and instrument. Sections of PEB Report)
d. EXAMPLES OF BACKGROUND REQUIREMENTS NECESSARY TO IMPLEMENT PROCEDURES	Skill in social interaction as well as professional competency appropriate to procedure used.	Minimal bias in the feedback agent; professional competency; skill in social interaction.	If feedback agent is professional, interpersonal and professional competence; if peer or pupil, must be credible to PT.
HOW WE KNOW WHEN WE HAVE ARRIVED (ILLUSTRATIONS ONLY) e. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER DESIRED OUTCOMES HAVE OCCURRED DURING RESEARCH AND PILOT TEST STAGES (ILLUSTRATIONS ONLY)	PT says she has discovered that she has feelingsin interaction that she did not know she has.	PT says she has discovered how she appears to an observer of her interaction.	PT says she is more aware of components of ideal teacher-pupil interaction (e.g., of importance of her own attractiveness to child, of child's participation in interaction, etc.)
f. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER DESIRED OUTCOMES HAVE OCCURRED IN FIELD TEST (ILLUSTRATIONS ONLY)	Measure of new information PT has about her feelings in interaction.	Measures of reduction in distortion in PT's perception of video tape of her teaching behavior.	This is related to procedure used. For course work, it would be an exam over the research regarding interpersonal attraction.
g. INSTRUMENTS/PROCEDURES TO ASSESS CHARACTERISTICS OF THE FORMAT IN WHICH TREATMENT IS PRESENTED TO USER IN FIELD TEST STAGE AND POSSIBLE INFLUENCE OF FORMAT (VS TREATMENT ITSELF) UPON FIELD TEST OUTCOMES (ILLUSTRATIONS ONLY)	Form to secure reactions of field user to R&D's video counseling manual.	Form to secure reactions of field user to R&D's pupil feedback counseling manual.	Same as above, but modified for new PT field population.
h. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER TREATMENTS HAVE BEEN APPLIED BY FIELD TESTER AS RECOMMENDED BY DEVELOPER	Rating by R&D developer of audio tapes made during field video counseling sessions when manual was used.		R&D developer of course completes interaction analysis of field site professor's teaching in that class.

C. AROUSAL (identification of discrepancies)

	1 EXPERIENTIAL MINUS OBSERVATION	2 EXPERIENTIAL MINUS VALUE JUDGMENT	3 OBSERVATION MINUS VALUE JUDGMENT
WHERE WE ARE GOING: a. INTERMEDIATE OUTCOMES	Increased interest in and activity to reduce discrepancies between experienced and observed impact	Increased interest in and activity to reduce discrepancies between experienced and ideal impact.	Increased interest in and activity to reduce discrepancies between observed and ideal impact.
b. SYSTEM OUTCOMES	See page 4 for system outcomes.	See page 4 for system outcomes.	See page 4 for system outcomes.
HOW WE PROPOSE TO GET THERE (ILLUSTRATIONS ONLY) c. EXAMPLES OF PROCEDURES HYPOTHESIZED TO ACCOMPLISH THE INPROCESS OBJECTIVES (SOME DO NOT ACTUALLY EXIST AT PRESENT) AND SOME MATERIALS DESCRIBING OR RELATED TO THE PROCEDURES (ILLUSTRATIONS ONLY)	PT regularly receives comparison between her estimate of pupils' scores on test X and pupils' actual scores on test X; in teaching lab PT required to compare her opinion of her affective impact with the observations of her peers.	Supervisors give PT written comparison between PT's estimate of scores of pupils on tests and supervisor's estimate of scores pupils should have achieved. Counselor gives PT comparison between pupil evaluation of PT and PT's own prediction about pupils' evaluations and between PT's own prediction about her interaction analysis and a model interaction pattern.	PT receives comparison between test scores pupils achieved and the scores her supervisor says they should have achieved. Spaulding's wireless ear recorder instant feedback.
d. EXAMPLES OF BACKGROUND REQUIREMENTS NECESSARY TO IMPLEMENT PROCEDURES	Various depending on procedures.	Various depending on procedure.	Supervisor expertise in content in developmental psychology re age of teacher's class; personal characteristics.
HOW WE KNOW WHEN WE HAVE ARRIVED (ILLUSTRATIONS ONLY) e. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER DESIRED OUTCOMES HAVE OCCURRED DURING RESEARCH AND PILOT TEST STAGES (ILLUSTRATIONS ONLY)	Frequency of PT's attempts to change her peers' estimates of her impact; frequency with which PT listens to her audio or video tapes of her own teaching.	Measure of the number of differences PT recognizes between her prediction or estimate and an expert's opinion.	Frequency with which PT shows interest in learning how to change test scores of pupils in the direction of supervisor's scores; frequency of PT attempts to get supervisor to revise change scores pupils ought to achieve, in direction of actual pupil scores.
f. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER DESIRED OUTCOMES HAVE OCCURRED IN FIELD TEST (ILLUSTRATIONS ONLY)	Forms which require field test site supervisors to observe behaviors such as frequency with which PT listens to her audio tapes etc.	May be same as above, but modified to suit characteristics of new field population of PT's and professional staff.	Same as above, modified to suit characteristics of field PT's and professional staff.
g. INSTRUMENTS/PROCEDURES TO ASSESS CHARACTERISTICS OF THE FORMAT IN WHICH TREATMENT IS PRESENTED TO USER IN FIELD TEST STAGE AND POSSIBLE INFLUENCE OF FORMAT (VS TREATMENT ITSELF) UPON FIELD TEST OUTCOMES (ILLUSTRATIONS ONLY)	Evaluations from field users for various procedures.	Field test user's evaluation of format.	Evaluations of manuals etc. from field users.
h. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER TREATMENTS HAVE BEEN APPLIED BY FIELD TESTER AS RECOMMENDED BY DEVELOPER	Assessment of field user's audio tapes of teaching lab sessions in which field PT received some discrepant information.	Related to procedure, e.g. evaluation by R&D developer of field user's fidelity to instructions.	Evaluations by R&D personnel of supervisors' estimates and of implementation of procedures.

D. ACCOMPLISHING (reduction of discrepancies)

	1 EXPERIENTIAL MINUS OBSERVATION	2 EXPERIENTIAL MINUS VALUE JUDGMENT	3 OBSERVATION MINUS VALUE JUDGMENT
WHERE WE ARE GOING: a. INTERMEDIATE OUTCOMES	Increased accurate empathy; receptivity and openness to feedback, trust.	Increased willingness to respond to others; increased pleasure and satisfaction in interpersonal relationships; more positive valuing of self and of others in interaction	Increased competency in interaction; increased satisfaction of others with teacher. Enhancement of pupils
b. SYSTEM OUTCOMES	See page 4 for system outcomes.	See page 4 for system outcomes.	See page 4 for system outcomes.
HOW WE PROPOSE TO GET THERE (ILLUSTRATIONS ONLY) c. EXAMPLES OF PROCEDURES HYPOTHESIZED TO ACCOMPLISH THE INPROCESS OBJECTIVES (SOME DO NOT ACTUALLY EXIST AT PRESENT) AND SOME MATERIALS DESCRIBING OR RELATED TO THE PROCEDURES (ILLUSTRATIONS ONLY)	Practice with IIF (Instant Impact Feedback) e.g. 1) A clock array which faces the teacher, signals the proportion of pupil talk to teacher talk. 2) A radar-like screen facing teacher changes color according to the positive-negativeness of pupil responses.	1) Matching PT with teaching situation suited to her self perception. 2) Instructing stooges to react more positively etc. (like PT's idea of ideal interaction) than others naturally do (e.g. structuring a class briefly for a potentially good but frightened PT). 3) Scaling down expert's ideal of impact to resemble PT's perception of her impact.	Treatments which an observer reports produce more ideal interaction, e.g. increase PT's interpersonal attractiveness; place PT with a population which admires her; give status symbols valuable to pupils; emphasize status competencies (e.g. in football); practice techniques to improve communication.
d. EXAMPLES OF BACKGROUND REQUIREMENTS NECESSARY TO IMPLEMENT PROCEDURES	Extensive competencies for professional (technical training, social skills and pre-treatment preparation for PT.	Extensive competencies by professional; extensive preparation of PT; unusual control of the situation.	Extensive competencies of professionals and PT; administrative control of school for cooperation of pupils, debriefing etc.
HOW WE KNOW WHEN WE HAVE ARRIVED (ILLUSTRATIONS ONLY) e. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER DESIRED OUTCOMES HAVE OCCURRED DURING RESEARCH AND PILOT TEST STAGES (ILLUSTRATIONS ONLY)	Pre post treatment measure of discrepancies between PT's estimate of her impact and observation of impact.	Pre and post treatment measures of discrepancy between self perception of impact and ideal impact.	Pre and post treatment measures of discrepancy between observer's report and expert's opinions re particular aspects of interaction.
f. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER DESIRED OUTCOMES HAVE OCCURRED IN FIELD TEST (ILLUSTRATIONS ONLY)	May be same as above, modified to suit the characteristics of the new population.	May be same as above or may be modified to consider differences in control of situation; feelings of field users about stooges etc.	May be same as above modified to suit characteristics of field PT population.
g. INSTRUMENTS/PROCEDURES TO ASSESS CHARACTERISTICS OF THE FORMAT IN WHICH TREATMENT IS PRESENTED TO USER IN FIELD TEST STAGE AND POSSIBLE INFLUENCE OF FORMAT (VS TREATMENT ITSELF) UPON FIELD TEST OUTCOMES (ILLUSTRATIONS ONLY)	Evaluation of format by user.	User's evaluation of format.	User's evaluation of format.
h. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER TREATMENTS HAVE BEEN APPLIED BY FIELD TESTER AS RECOMMENDED BY DEVELOPER	Evaluations by R&D treatment developers of field methods. Descriptions by PT of treatment received.	Evaluations by R&D or field users of user's clinical description of procedures (e.g. special placement of PT).	Evaluation by R&D of field users' procedures.

SYSTEMS SUMMARY

CONCERNS OF ABOUT SELF + CONCERNS ABOUT TASK + CONCERNS ABOUT IMPACT

VT—Videotape
SET—Student Evaluation of Teaching
PT—Prospective Teacher
Substitute TT (Teacher of Teachers) or S (Student) when rows a-h are adapted to TT or S.

FACTOR #1: CONCERNS (objectives) OF THE PROSPECTIVE TEACHER I. Concerns about self (own feelings etc) II. Concerns about task (knowledge etc) III. Concerns about impact (pupil gain)	**CONCERNS OF ABOUT SELF**
FACTOR #2: PROCESS OBJECTIVES OF THE EDUCATOR A. Assessment (gathering information) B. Awareness (by P.T. of information) C. Arousal (identification of discrepancies) D. Accomplishing (reduction of discrepancies)	**ACCOMPLISHING (reduction of discrepancies)**
FACTOR #3: SOURCES OF DATA TO ACCOMPLISH OBJECTIVES (1) Experiential report (from prospective teacher) (2) Observation (from camera, human observer etc) (3) Value judgment (from relevant expert)	REDUCTION OF DISCREPANCIES BETWEEN PT'S OWN EXPERIENCING AND OBSERVATIONS ABOUT PT: EXPERIENTIAL MINUS OBSERVATION
COLUMN NUMBER: Factor #1+#2+#3	ID1+IID1+IIID1
EXAMPLES OF WHAT IS MEANT	Reduction of discrepancies between experienced self and observed self (ID1). Reduction of discrepancies between experienced knowledge, comprehension, performance etc. and observed knowledge etc. (IID1). Reduction of discrepancies between experienced and observed impact (IIID1).
IN THE PROSPECTIVE TEACHER'S WORDS	I know myself better now. I've become a good judge of what I myself need to learn. I feel I am coming across to the children the way I want to.
SOME RELATED TERMS USED IN THE PROFESSIONAL, RESEARCH AND GENERAL LITERATURE	Personal knowledge; congruence, autonomy, independence. Self-diagnostic accuracy. Autonomy in learning.

FACTOR #1: CONCERNS (objectives) OF THE PROSPECTIVE TEACHER I. Concerns about self (own feelings etc) II. Concerns about task (knowledge etc) III. Concerns about impact (pupil gain)	**CONCERNS ABOUT TASK**
FACTOR #2: PROCESS OBJECTIVES OF THE EDUCATOR A. Assessment (gathering information) B. Awareness (by P.T. of information) C. Arousal (identification of discrepancies) D. Accomplishing (reduction of discrepancies)	**ACCOMPLISHING (reduction of discrepancies)**
FACTOR #3: SOURCES OF DATA TO ACCOMPLISH OBJECTIVES (1) Experiential report (from prospective teacher) (2) Observation (from camera, human observer etc) (3) Value judgment (from relevant expert)	REDUCTION OF DISCREPANCIES BETWEEN OBSERVATIONS ABOUT PT AND VALUE JUDGMENTS ABOUT WHAT PT SHOULD BE: OBSERVATION MINUS VALUE JUDGMENTS
COLUMN NUMBER: Factor #1+#2+#3	ID3+IID3+IIID3
EXAMPLES OF WHAT IS MEANT	Reduction of discrepancies between observed self and ideal self (ID3) Reduction of discrepancies between observed and ideal knowledge, comprehension, performance etc. (IID3). Reduction of discrepancies between observed and ideal impact (IIID3).
IN THE PROSPECTIVE TEACHER'S WORDS	Other people respect me for what I am. My science diagnostic test shows I am improving in my understanding of science. The interaction analysis shows I am getting more pupil response, which is good.
SOME RELATED TERMS USED IN THE PROFESSIONAL, RESEARCH AND GENERAL LITERATURE	Personal knowledge. Self actualization. Ideal self. Good teaching; achieving objectives of education; mental health. Subject matter competency. Scholarship. Academic skills.

FACTOR #1: CONCERNS (objectives) OF THE PROSPECTIVE TEACHER I. Concerns about self (own feelings etc) II. Concerns about task (knowledge etc) III. Concerns about impact (pupil gain)	**CONCERNS ABOUT IMPACT**
FACTOR #2: PROCESS OBJECTIVES OF THE EDUCATOR A. Assessment (gathering information) B. Awareness (by P.T. of information) C. Arousal (identification of discrepancies) D. Accomplishing (reduction of discrepancies)	**ACCOMPLISHING (reduction of discrepancies)**
FACTOR #3: SOURCES OF DATA TO ACCOMPLISH OBJECTIVES (1) Experiential report (from prospective teacher) (2) Observation (from camera, human observer etc) (3) Value judgment (from relevant expert)	REDUCTION OF DISCREPANCIES BETWEEN PT'S OWN EXPERIENCING AND VALUE JUDGMENTS ABOUT WHAT PT SHOULD BE EXPERIENTIAL MINUS VALUE JUDGMENTS
COLUMN NUMBER: Factor #1+#2+#3	IID2+IIID2+IIID2
EXAMPLES OF WHAT IS MEANT	Reduction of discrepancies between experienced self and ideal self (ID2). Reduction of discrepancies between experienced and ideal knowledge, comprehension, performance etc. and observed knowledge etc. (IID2). Reduction of discrepancies between experienced and ideal impact (IIID2).
IN THE PROSPECTIVE TEACHER'S WORDS	I feel I am what I ought to be. I like myself better. I feel I know more what I ought to know. I feel I am coming across to the children the way I want to.
SOME RELATED TERMS USED IN THE PROFESSIONAL, RESEARCH AND GENERAL LITERATURE	Self-ideal discrepancy. Satisfaction, commitment. Positive regard; UPR; positive reinforcement; responsiveness. Commitment. Job Satisfaction.

	CONCERNS OF ABOUT SELF
	ACCOMPLISHING (reduction of discrepancies)
WHERE WE ARE GOING: a. INTERMEDIATE OUTCOMES	Increases (+) in: awareness, receptivity, congruence, self diagnostic accuracy, accurate empathy. Decrease (-) in perceptual defensiveness.
b. SYSTEM OUTCOMES	REALITY ORIENTATION (Truth Seeking)
HOW WE PROPOSE TO GET THERE - (ILLUSTRATIONS ONLY) c. EXAMPLES OF PROCEDURES HYPOTHESIZED TO ACCOMPLISH THE INPROCESS OBJECTIVES (SOME DO NOT ACTUALLY EXIST AT PRESENT) AND SOME MATERIALS DESCRIBING OR RELATED TO THE PROCEDURES (ILLUSTRATIONS ONLY)	Extended group or individual therapy; behavior modification to reduce perceptual distortion, defensiveness; treatments to improve communication. Repeated feedback to persuade PT about reliability of observations; provision of external security, interpersonal trust to enable PT to revise self estimate downward; repeated observations to reduce bias in observations. Practice with IIF (Instant Impact Feedback) e.g. 1) A clock array which faces the teacher, signals the proportion of pupil talk to teacher talk. 2) A radar-like screen facing teacher changes color according to the positive-negativeness of pupil responses.
d. EXAMPLES OF BACKGROUND REQUIREMENTS NECESSARY TO IMPLEMENT PROCEDURES (ILLUSTRATIONS ONLY)	Background requirements depend upon procedure used.

CONCERNS ABOUT TASK

ACCOMPLISHING (reduction of discrepancies)

WHERE WE ARE GOING: a. INTERMEDIATE OUTCOMES	Decrease (-) in self-ideal discrepancy. Increase (+) in or more appropriate level (+/-) of: value system organization (+); personal integration, internalization of values (+), self actualization (+); knowledge (+), comprehension(+), competency as a learner (+); ability to increase in pupils their awareness, congruence, self diagnostic accuracy, accurate empathy; ability to increase in pupils their responsiveness, positive valuing of themselves as learners, satisfaction in responding, intrinsic motivation and autonomy; ability to increase in pupils their knowledge, comprehension, competency as learners, their value system organization, personal integration, internalization of values. Ability to personalizethe education of pupils.
b. SYSTEM OUTCOMES	COMPETENCY (Beauty Seeking)
HOW WE PROPOSE TO GET THERE - (ILLUSTRATIONS ONLY) c. EXAMPLES OF PROCEDURES HYPOTHESIZED TO ACCOMPLISH THE INPROCESS OBJECTIVES (SOME DO NOT ACTUALLY EXIST AT PRESENT) AND SOME MATERIALS DESCRIBING OR RELATED TO THE PROCEDURES (ILLUSTRATIONS ONLY)	Treatments which an observer would report change PT toward ideal: plastic surgery, other cosmetic treatment; speech therapy; financial aid or other improvement of living conditions social opportunities; job placement etc., for PT. Treatments which an observer would report. Increase PT's knowledge, understanding etc.: drill; practice; explanation; discussion; reward; etc. Treatments which an observer reports produce more ideal interaction, e.g. increase PT's interpersonal attractiveness; place PT with a population which admires her; give status symbols valuable to pupils; emphasize status competencies (e.g. in football); practice techniques to improve communication, Monthly wage given based on multivariate evaluation (e.g. IA gain + pupil gain + SET gain etc. Special placement in practice situation e.g. student teaching.
d. EXAMPLES OF BACKGROUND REQUIREMENTS NECESSARY TO IMPLEMENT PROCEDURES (ILLUSTRATIONS ONLY)	Background requirements depend upon procedure used.

CONCERNS ABOUT IMPACT

	ACCOMPLISHING (reduction of discrepancies)
WHERE WE ARE GOING: a. INTERMEDIATE OUTCOMES	Increase (+) in, or more appropriate level (+/-) of activation (+), responsiveness (+), positive valuing of self (+), positive valuing of self as learner (+), positive valuing of others (+), enjoyment of self (+); enjoyment of learning (+); satisfaction in responding (+), intrinsic motivation(+), spontaneity (+/-), creativity (+); autonomy (+/-).
b. SYSTEM OUTCOMES	COMMITMENT (Joy Seeking)
HOW WE PROPOSE TO GET THERE - (ILLUSTRATIONS ONLY) c. EXAMPLES OF PROCEDURES HYPOTHESIZED TO ACCOMPLISH THE INPROCESS OBJECTIVES (SOME DO NOT ACTUALLY EXIST AT PRESENT) AND SOME MATERIALS DESCRIBING OR RELATED TO THE PROCEDURES (ILLUSTRATIONS ONLY)	Treatments to enhance self-confidence, reduce depression, increase expectancy of success, make self-perceptions conform to PT's ideal: e.g., praise; reduce expectations; modify program goals to PT's abilities; have stooges give PT positive reports about herself. Treatments to remove self-denigrating attitudes about content areas: films showing beautiful female intellectuals, increasing expectance of success; scaling down expectations; changing major from low to high competence area; doctored favorable reports. 1) Matching PT with teaching situation suited to her self perception. 2) Instructing stooges to react more positively etc. (like PT's idea of ideal interaction) than others naturally do (e.g. structuring a class briefly for a potentially good but frightened PT). 3) Scaling down expert's ideal of impact to resemble PT's perception of her impact.
d. EXAMPLES OF BACKGROUND REQUIREMENTS NECESSARY TO IMPLEMENT PROCEDURES (ILLUSTRATIONS ONLY)	Background requirements depend upon procedure used.

	CONCERNS OF ABOUT SELF
	ACCOMPLISHING (reduction of discrepancies)
HOW WE KNOW WHEN WE HAVE ARRIVED (ILLUSTRATIONS ONLY) e. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER DESIRED OUTCOMES HAVE OCCURRED DURING RESEARCH AND PILOT TEST STAGES (ILLUSTRATIONS ONLY)	Measures to assess increase in awareness, receptivity, diagnostic accuracy, accurate empathy, perceptual defensiveness. For example, receptivity feedback from pupils can be defined as ratio of pupil/teacher talk with high ratio = high receptivity; or as pupil ratings of teacher receptivity, etc.
f. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER DESIRED OUTCOMES HAVE OCCURRED IN FIELD TEST (ILLUSTRATIONS ONLY)	Same as above modified to suit characteristics of new field site PT population.
g. INSTRUMENTS/PROCEDURES TO ASSESS CHARACTERISTICS OF THE FORMAT IN WHICH TREATMENT IS PRESENTED TO USER IN FIELD TEST STAGE AND POSSIBLE INFLUENCE OF FORMAT (VS TREATMENT ITSELF) UPON FIELD TEST OUTCOMES (ILLUSTRATIONS ONLY)	Field users assess total system.
h. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER TREATMENTS HAVE BEEN APPLIED BY FIELD TESTER AS RECOMMENDED BY DEVELOPER (ILLUSTRATIONS ONLY)	R&D developers assess total field site system.

CONCERNS ABOUT TASK

	ACCOMPLISHING (reduction of discrepancies)
HOW WE KNOW WHEN WE HAVE ARRIVED (ILLUSTRATIONS ONLY) e. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER DESIRED OUTCOMES HAVE OCCURRED DURING RESEARCH AND PILOT TEST STAGES (ILLUSTRATIONS ONLY)	Measures to assess change in desirable direction of self ideal discrepancy, value system organization, personal integration, internalization of values, self actualization, knowledge, comprehension, competency as a learner, ability to increase in pupils their awareness, congruence, self diagnostic accuracy, accurate empathy, ability to increase in pupils their responsiveness, positive valuing of themselves as learners, satisfaction in responding, intrinsic motivation and autonomy, ability to increase in pupils their knowledge, comprehension, competency as learners, their value system organization, personal integration, internalization of values, and ability to personalize the education of pupils. Measures include scores on various interaction analysis sytems, instruments to assess change in these qualities for PT's and particularly achievement, creativity, etc., tests for pupils of PT's.
f. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER DESIRED OUTCOMES HAVE OCCURRED IN FIELD TEST (ILLUSTRATIONS ONLY)	Same as above modified to suit characteristics of new field site PT population.
g. INSTRUMENTS/PROCEDURES TO ASSESS CHARACTERISTICS OF THE FORMAT IN WHICH TREATMENT IS PRESENTED TO USER IN FIELD TEST STAGE AND POSSIBLE INFLUENCE OF FORMAT (VS TREATMENT ITSELF) UPON FIELD TEST OUTCOMES (ILLUSTRATIONS ONLY)	Field users assess total system.
h. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER TREATMENTS HAVE BEEN APPLIED BY FIELD TESTER AS RECOMMENDED BY DEVELOPER (ILLUSTRATIONS ONLY)	R&D developers assess total field site system.

CONCERNS ABOUT IMPACT

	ACCOMPLISHING (reduction of discrepancies)
HOW WE KNOW WHEN WE HAVE ARRIVED (ILLUSTRATIONS ONLY) e. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER DESIRED OUTCOMES HAVE OCCURRED DURING RESEARCH AND PILOT TEST STAGES (ILLUSTRATIONS ONLY)	Measures to assess increase in level of activation, responsiveness, positive valuing of self, positive valuing of others, enjoyment of self, enjoyment of learning, satisfaction in responding, intrinsic motivation, spontaneity, creativity, autonomy. Measures include scores on Bown Self Report Inventory, Veldman Sentence Completion, Peck Sentence Completion.
f. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER DESIRED OUTCOMES HAVE OCCURRED IN FIELD TEST (ILLUSTRATIONS ONLY)	Same as above modified to suit characteristics of new field site PT population.
g. INSTRUMENTS/PROCEDURES TO ASSESS CHARACTERISTICS OF THE FORMAT IN WHICH TREATMENT IS PRESENTED TO USER IN FIELD TEST STAGE AND POSSIBLE INFLUENCE OF FORMAT (VS TREATMENT ITSELF) UPON FIELD TEST OUTCOMES (ILLUSTRATIONS ONLY)	Field users assess total system.
h. INSTRUMENTS/PROCEDURES TO DISCOVER WHETHER TREATMENTS HAVE BEEN APPLIED BY FIELD TESTER AS RECOMMENDED BY DEVELOPER (ILLUSTRATIONS ONLY)	R&D developers assess total field site system.